DOCUMENT RESUME

ED 457 862 IR 058 327

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TITLE	Sri Lanka-Canada School Library & Information Services Program Components: A School Library Study Tour (Lower Fraser Valley Mainland, Vancouver, British Columbia, Canada, September 22-October 3, 2001). Report.
INSTITUTION	Ministry of Education (Sri Lanka).
SPONS AGENCY	World Bank, Washington, DC.
PUB DATE	2001-10-03
NOTE	81p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Educational Change; *Educational Development; Educational Objectives; Elementary Secondary Education; Foreign Countries; *Information Services; *Library Services; *School Libraries; Systems Approach
IDENTIFIERS	*Canada; *Sri Lanka

ABSTRACT

The Government of Sri Lanka entered in an agreement with IDA (International Development Association) (World Bank) to undertake the implementation of a set of reforms recommended by a number of study panels appointed for this purpose. These recommendations were classified under eight components and the General Education Project II (GEP II) was established to coordinate the implementation of the activities listed under each component by the relevant implementing agencies. All these components are interrelated and have a system approach. The School Libraries is one of the components and the School Library Development Unit was established in the Ministry of Education with the responsibility of implementing the activities under the component. Objectives were to support and stimulate an activity-based curriculum and to encourage the reading habit in schools and communities by expanding, professionalizing, and strengthening the management of the school library sector. It became necessary that the eight Provincial Library Coordinators and the eight Supervisors of the Book Based Language Enrichment Program be given an international experience to enhance their knowledge and skills. GEP II with the concurrence of the World Bank designed a study tour in Canada, where much work has been done in the school library sector in general and in the teacher-librarian scheme in particular, for 12 officers involved in the program. This document presents the results from that study tour. Sections include: Introduction; Objectives; Purpose of the Study Tour; List of Participants; Defining the Concepts (What is a school library? What is a school library and information services (SLIS) program?); School Library Staffing; Facilities and Collections; SLIS Career Positions and the Related Expectations; Observations (reported by each site visit in chronological order); and Summary. Appendixes include: project proposal; sites visited; components of a school library and information services program; study guides; a document on the role of district resource centers (Vancouver Island and Southern Interior District Resource Center Coordinators, 1995); bibliography of documents collection for sharing with professional colleagues; and participant profiles. (AEF)

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ED 457 862

SRI LANKA – CANADA

School Library & Information Services Program Components

A School Library Study Tour

from

22 September – 03 October 2001

in

Lower Fraser Valley Mainland, Vancouver, British Columbia, Canada

REPORT

by

Provincial Library Coordinators

Ministry Officials

Edited by Gerald R. Brown

2001.10.03

IR058327

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Acknowledgements

This project was undertaken with financial support from the Sri Lanka Ministryu of Education and from the World Bank and International Monetary Fund as part of the General Education Project II funding section 5 for School Library Development.

The Canadian Co-ordinator for the project was Mr. Gerald R. Brown, Consultant, School Library and Information Services, 3403 – 55 Nassau Street North, Winnipeg, Manitoba, Canada. He can be contacted electronically at <browner@escape.ca> He organized all the meetings, and did the editing and secretarial work for the Report.

Special appreciated is extended to Mr. Melvyn Rainey, of Richmond, British Columbia, assisted Mr. Brown with the hosting and transportation during the tour.

Assistance in this project was provided by many agencies, individuals and school districts. The following are acknowledged at this time.

Abbotsford School District No. 34
Burnaby School District No. 41
Delta School District No. 37
Surrey School District No. 36
Vancouver School District No. 39

Britannia Community School Complex

Burnaby Public Library
Vancouver Public Library

University of British Columbia
Faculty of Education
School of Library, Archival and Information Studies

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If the heart is willing,
It will find a 100 ways to do something.

If the heart is not willing,
It will find a 1000 excuses not to do something.

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1. Introduction

The Government of Sri Lanka (GoSL) entered into an agreement with IDA (World Bank) to undertake the implementation of a set of reforms recommended by a number of study panels appointed for this purpose.

These recommendations were classified under eight (8) components and the General Education Project II was established to co-ordinate the implementation of the activities listed under each component by the relevant implementing agencies. All these components are inter-related and have a system approach.

The School Libraries is one of the above components and the School Library Development Unit [SLDU] was established in the Ministry of Education (MoE) with the responsibility of implementing the activities under the component.

Component Activities

- Define a policy framework on school libraries
- Recognition of libraries and teacher-librarians
- Increase the number of libraries and library books
- Finance 2000 libraries
- Supply books to 4000 libraries
- Implement a program to improve the reading habit among school children
- Establish a National Institute of Library and Information Science (NILIS) at the University of Colombo to cater to the large number of teachers who require re-training and up-grading.

2. Objectives

To support and stimulate an activity-based curriculum and to encourage the reading habit in schools and communities by expanding, professionalizing, and strengthening the management of the school library sector

To establish school libraries according to school size

To provide adequate books, furniture and trained teacher-librarians

To strengthen the management of the school library sector

To establish a National Institute of Library and Information Science

To co-ordinate, monitor and supervise the work connected with the above activities, co-ordinators were appointed at provincial and zonal levels.

It became necessary that the eight Provincial Library Co-ordinators and the eight Supervisors of the Book Based language Enrichment Program [BOBLEP] be given an international experience to enhance their knowledge and skills.

GEP II with the concurrence of the World Bank designed a study unit in Canada, where much work has been done in the school library sector in general and in the teacher-librarian scheme in particular, for twelve officers involved in the program.

3. Purpose of the Study Visit

- To enhance the management skills of the relevant staff
- To give an international experience in library management
- To give them an international exposure
- Up-grade the existing training experiences
- Increase sector management experience
- To make them able to obtain insights into the educational developments in Canada to help the Government to undertake some agreed reforms to the educational system.

The planning and preparation for this Study Tour was undertaken during a previous study tour undertaken by Mr. W. Dharmadasa, Director of Education School Library Development Unit, Ministry of Education from 09-24 March 2001. The **Report** (2001.03.24) from that tour was used as a study guide in the preparation of the candidates for this project.

SRI LANKA TOUR II: SCHOOL LIBRARY PROGRAMMES

22 September - 03 October 2001

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Tour Schedule

Sunday September	Monday September	Tuesday 18	Wednesday 19	Thursday 20	Friday 21	Saturday 22
X	X	Westjet 175 Advance Planning	Contact at Best Western	Contact at Best Western	Contact at Best Western	10:30 Airport Pick-up 4:00 Reception

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
23 Sept	24	25	26	27	28	29
Background Presentations Burnaby Public Library SLFA Contacts	U.B.C. Adams Edn Lib Naslund Edn Lib McPherson LERC —Lunch — Aboriginal Centre Lib Distance Edn & Intl Edn Officers Asselin Training Options	Abbotsford S. D. 34 DRC Mt. Lehman School VSB 39 Shaughnessy Elementary School Jamieson Elementary School Schou Book Fair	Richmond S. D. 38 DRC Brighouse Elementary School McRoberts Secondary School Delta S. D. 37 Beach Grove Elementary School Delta Secondary (Ladner)	Burnaby S. D. 41 Marlborough Elementary School Burnaby Central Secondary Marian - Resources - Centre Burnaby North Secondary South Slope Elementary School Director of Instruction	VPL / VSB S. D. 39 Britannia Community School Complex Public Lib Secondary School Library VSB 39 School Libs & Technology Integration	Vancouver Public Library Lynn Valley Suspension Bridge Capilano Salmon Hatchery Grouse Mountain
Sunday	Monday	Tuesday	Wednesday			
30 Sept	01 Oct	02 Oct	03 Oct			
Victoria Tour Capital Royal Museum	Surrey DRC Dr. Haycock	Report Writing	12:30 Airport Departure	X	X	X

4. List of Participant

1. Mr. S. Thillainadarajah, Additional Secretary

2 Mr. P. Udugampola, Deputy Project Director
General Education Project - II

3 Mr. G.M. Niel Gunadasa, Deputy Director of Education
School Library Development Unit

4 Mr. S. Jesunesan, Assistant Director of Education
School Library Development Unit

5 Mr. R.C. Perera, Deputy Director of Education
Provincial School Library Co-ordinator, Central Province

6 Mr. P.T. Pitigala, Deputy Director of Education
Provincial School Library Co-ordinator, Western Province

7 Mr. G.H.P. Wijesekara, Deputy Director of Education
Provincial School Library Co-ordinator, North Central Province

8 Mrs. R.A.S.P. Ratnasekara, Deputy Director of Education
Provincial School Library Co-ordinator, North Western Province

9 Mr. N. Anandarajah, Assistant Director of Education
Provincial School Library Co-ordinator, North East Province

10 Mr. N.G.A. Dharmadasa, Assistant Director of Education
Provincial School Library Co-ordinator, Sabaragamuwa Province

11. Mr A. M. Karunapla, Assistant Director of Education
Provincial School Library Co-ordinator, Uva Province

12. Mrs. S.I. Pathiranawasam, Assistant Director of Education
Provincial School Library Co-ordinator, Southern Province

5. Defining the Concepts

5.1 What is a school library ?

The participants in these interviews described a school library as a place where certain kinds of activities occur. The following list summarizes those discussions:

A School Library is a PLACE WHERE ....

1. children **learn how to solve their own problems** / questions / needs

2. teachers take students to **practise problem solving skills**

3. teachers and teacher-librarians work as a team to help students become successful **independent learners**

4. the joy of **reading for pleasure** is created and nurtured for all ages

5. **information can be organized** so people can find answers quickly and easily, and where there is a trained person to help with these searches

6. individuals and groups can learn and practise using **new technologies** as tools for their personal skill development and learning

7. students can **make materials** that show that they have the skills to organize new information and ideas, can draw conclusions, and can demonstrate a change in their knowledge, attitudes and behaviours

8. teachers can get help to teach their subjects or courses, and can learn how to use **alternative teaching methods** with a supportive colleague

9. resources and information can be obtained from places **outside the school**

10. people can go easily and quickly, like near the **centre of the school**

11. large quantities of materials can be **systematically arranged** to support the regular teaching curriculum

12. people **feel welcome** to come and enjoy the pleasant working conditions and inviting environment

13. people can know that they will be able to find **current information** on topics of particular interest to them

14. technology for the school is **housed and co-ordinated**, with an individual in

charge who knows how to use the tools, and who is willing to help teachers and students learn to use these tools as a regular part of individual learning

5.2 What is a school library and information services (SLIS) programme ?

The SLIS programme is the educational component of what happens in the space designed for the school library in collaboration with the activities in the classroom.

The programme is driven by the curriculum needs of teachers and students. It is designed to relate resources to teaching and learning styles for both individual teachers and the unique needs of each student.

The programme is managed by a teacher-librarian who is part of a **teaching team**. Several principals outlined this role as follows:

1. **planning** between two individuals to ensure that the content needs are met for the student whether in the classroom or in the library, and by either of the team members

2. **designing** projects, assignments or activities that will ensure that the students develop the appropriate skills to be successful in completing the learning opportunity

3. **sharing the preparation** of materials for the activity, in the form of handouts, worksheets, study guides, pathfinders, bibliographic style sheets, and website lists

4. **ensuring** that the appropriate **space** has been scheduled for the students to be able to work uninterrupted for as many periods as is necessary to complete the activity

5. **sharing** the teaching in the classroom, in the library with large groups, small groups and individualized situations

6. **mentoring** by teacher-librarian to the teacher and or students as needed

7. **providing feedback** to students at appropriate times as they work though their activities, and also as part of the final assessment process.

The teacher-librarian has a role in **evaluating** the success of the project:
appropriate use of resources,
achievement of students to meet the information skills required for the project
completeness of students work at various stages of the project
quality of the finished product
content, in collaboration with the teacher

The teacher-librarian has an obligation to ensure that the SLIS is organized and managed in such a way as to make these education and learning options possible. This

requires that all the management activities must be completed without prejudicing the professional time and space to the student needs.

6. School Library Staffing

School Librarian

An experienced teacher who has completed post graduate studies in librarianship, and/or computer science, and/or educational media technology and who has completed specialist courses in school librarianship. This staff member would normally work in a large school and would supervise a staff of other professional colleagues and support staff, and would report directly to the Principal.

Teacher Librarian

An experienced teacher who has an undergraduate degree in a school content teaching area, a Bachelor's (undergraduate) degree in librarianship, or who has completed specialist courses in school librarianship. This staff member may work in a large school as the second librarian,or alone as the person in charge in a medium sized or other school.

Professional Librarian

A graduate from a Bachelor or Master of Librarianship programme, this staff member would work under the direction of either a school librarian or a teacher librarian in a large school. By completing the specialist courses in school librarianship and acquiring a teacher certificate this individual would qualify to work as a school librarian.

Teacher In Charge of Library

In some smaller schools, there may be a teacher who is assigned responsibilities for the operation of the school library & information centre. This individual should have completed either a certificate or Bachelor of Education, and have taken specialist courses in school librarianship, or be pursuing either a Bachelor or Master's Degree in Librarianship.

7. Facilities and Collections

In each of the schools visited on this tour, there was a school library facility. Many of these were designed according to specifications recommended by the Provincial Ministry, but implemented by the local authority. Frequently specifications of the local authority were superior to the provincial requirements.

Each school library would contain a variety of spaces according to the kind of activities that went on in the setting. The following are examples:

Reading Spaces
Interaction Spaces
- Small group space
- Whole class size
- Technology space
- Catalogue and access to records space

Storage Space
- Collections
- Equipment

Work Spaces
- Office, workroom, teacher preparation space
- Circulation desk
- Files storage
- Communications tools, phone, fax, Internet

It is difficult to statistically record the size of the facilities or the collections observed on this tour, since the schools varied in size and the data was not systematically collected.

In general all elementary school libraries had a space, centrally located in the school and equal to approximately three classrooms in size, with an attached computer laboratory, and the workspace located so that the total library space could be visually supervised by any worker in that locations.

In the secondary schools, the libraries were usually larger, and often covered a five or six classroom equivalent. Most had sufficient chair space to accommodate up to three classes at any one time, and room for individual access as needed. Many had enough computers to accommodate at least one class in research activities. Other computer laboratories are located elsewhere in the school, which are also networked to the library databases.

All libraries were handicapped / wheel-chair accessible.
Many libraries were located close to the school office.
All libraries had good attention to color, decoration, and clarity of signage
All libraries exhibited a friendly and welcoming atmosphere

The collections in all these schools were substantial. Some have been operating for a long time. Others were nearly new. In both cases the average number of titles of print items per child would have exceeded fifteen (15) at both elementary and secondary levels.

Many schools have the necessary equipment to show video cassettes, slides, film strips, overhead projections. This equipment is usually on wheeled carts so that it can be moved from one classroom to another as needed.

Many schools had at least one project to project images from computers to large wall screens.

Computers are taking an important role in all school libraries. They are usually installed first to provide an automated access to the records of the collection in an on-line public catalogue.

The libraries had many workstations that were equipped with purchased software programs including encyclopedia, reference sources, learning programs etc. The work tools that would allow for word processing, data bases, spread sheets, and graphic design were usually all found on the terminal work stations. Usually all the computers in the library were networked to one server in the library workroom. Alternatively, they may have been networked through the whole school and managed from a central server in the technology department.

Most schools had Internet connections, which the teacher-librarians were integrating into their regular teaching programs.

Funding for the facilities and collections come from the Provincial government, from local city or municipal taxes, from school fund raising projects, and from corporate donations. Additional funds are frequently provided from the subject curriculum departments that recognized the value of having their specialized resources housed and managed effectively from the central school library and information services.

8. SLIS Career Position and the related expectations

For the career position School Librarian / Teacher Librarian, the following Personal Attributes / and Roles and Responsibilities were observed.

Personal Attributes	Roles and Responsibilities
Organizer	Manages time, resources & space effectively
Team Worker	Supervises support staff effectively
Decision-maker	Imaginative use of resources - time, space, people, materials and equipment
Creative	Plans with teachers Makes the place attractive and welcoming
Likes kids	Assists in students assessment Nurtures self esteem, and self confidence
Communication skills	Communicator – has a thirst for learning Models a passion for reading
Planner	Integrates ILS into projects with teachers Develops an annual plan Does strategic planning with staff and Principal to integrate SLIS program into the total school program
Capacity to work	Knows how to organize self and others Gets the job done Prepares appropriate publications for the school library needs Shares professional materials
Conscientious	Understands the role
Consistent	Can be relied upon to always perform well
Willing learner	Masters new trends, including technology and teaching methods, and is willing to model and share learnings with others Nurtures others to develop their skills
Adapts to change easily	Takes personal initiative to learn New things

9. Observations

The following chronological reports synthesize the observations from the whole group. Discussion sessions were held at the end of each day, and participants shared their observations as guided in the Study Guide Outlines that appear in the Appendix.

Day 1 Saturday 22 September 2001

The orientation session was held at the Board Room of the Kings Inn. Mr. Gerald Brown, the coordinator gave an overview of the 11 day program.

BCTLA Reception

Thereafter, members of the British Columbia Teacher – Librarians' Association were met at a reception hosted by them at the Sand Bar Restaurant. The main theme of the discussion was "Teacher-Librarians". The officer bearers of the association gave an overview of the state of school librarianship in B. C.

There is no national school library policy regarding the appointment of teacher-librarians. Some provinces in Canada do provide this type of staffing. British Columbia is a good example. All the schools in British Columbia with a student enrolment of above 702 are eligible to receive funding for teacher-librarian staffing from the provincial government. There are over 700 already in the service.

A person with a teaching certificate and an undergraduate degree may become a teacher librarian. They are advised to take additional training of five courses for a certificate, ten courses for a diploma or a Master's degree to qualify themselves to work in the field. These courses are all available at the local university. Teacher librarians are expected to work the same hours as regular classroom teachers. Many find that it is necessary to work from 8:30 a.m. – 3:30 p.m. They are expected to build a good rapport with other teachers, and help them with the necessary information needed in the day to day work.

Helping the teachers in the preparation of their lessons, and helping the principal and the management committee in the preparation of an annual plan of the school are two key responsibilities. When a teacher is appointed as a teacher-librarian he or she will have to give up his normal classroom teaching and devote his full time to fulfilling the functions of a teacher-librarian. In a large school, depending on the enrolment, it is possible for the teacher library to be placed in par with the deputy principal. This is for status. The salary is the same as a classroom teacher with the same level of credentials.

BCTLA website: http://www.bctf.bc.ca/psas/BCTLA/assoc.html

Day 2 Sunday, 23 September 2001

Burnaby Public Library

Burnaby is a municipal district within the province. It is a city within the Lower Fraser Valley mainland. It provides all the civic services expected in an urban centre. The public library services are housed in a modern three-storey building.

The typical organization for a public library were observed, including: with highly organized sections such as

(1) Audio visual: Video and CD
(2) Girls & Boys with a pre-school section
(3) Magazines and newspapers
(4) Fiction
(5) Non – Fiction
(6) Acquisitions
(7) Administration
(8) Cataloguing / Technical Services
(9) Home library service

Special facilities have been designated for children. They are allowed to come with their parents to select books, or other materials. Space has been allocated to do shared reading with the parents / elders. The Children's Section has a full range of "Everybody" books, Fiction books, and Non-Fiction books. The Dewey Decimal System is used to organize all the materials.

There is a large collection of newspapers and magazines with the current titles on display. Older editions are available for loan to the public. There is also a large collection of Fiction and Non-fiction materials available to adults. Another unique feature of this library is its Home Library Service where its staff visit borrowers of any age who are confined to home (private and institutional) through ill health, frailty, visual or physical handicap for free delivery of library materials from the library.

It is possible for the citizens to arrange time to use the Internet facilities for at least an half hour each day. They can also use the coin operated photocopy machines.

Day 3 Monday, 24 September 2001

University of British Columbia

The team visited the following sections of the University:

(a) Faculty of Education Library
(b) Language Education Resource Centre

(c) First Nations House of Learning Library
(d) Office of Distance Education
(e) Office of International Education
(f) Teacher-Librarianship Education

(a) UBC Faculty of Education Library

This library mainly caters to the 1200 graduate students who enter the university yearly to follow a twelve-month pre-service training course in Education, following there general Bachelor's degree program.

The university provides funds to the library. Approximately 50 % of these funds are spent on journals. The balance is for books, CD's, videos and educational kits, etc. The book collection is about 3 million items for the Education Faculty. There are other libraries on the campus to serve other Faculties, as well as one large general library. The Education Library lends any number of books to a student, and all books are expected to be returned on a 'return date'. If not returned, a fine of $ 1.00 per book per day is levied. Books lost have to be replaced with a new book. When the total amount overdue exceeds $ 200.00, borrowing privileges are suspended until the dues are settled.

The Reference Section has the following services

1. Hot Topics
Folders containing a collection of articles from sources in the library, which have been in great demand from both students and teachers

2. School Data Files
Folders containing profiles related to school districts which is useful to students in their teaching practice. This data bases is updated annually.

3. Steps to Reading
Folders contain lists of materials on a given topic for easy reference. They also include titles of books with relevant information available in other libraries.

4. Selected Articles
These folders contain articles selected by the Faculty instructors to be read by students as assigned reading materials for their courses.

5. Integrated Resource Packages
These folders contain curricular guides prepared by the Provincial Ministry. They are available on-line also.

6. Lesson Plans
Folders containing model lesson plans prepared by experienced teachers with assistance of the educators

7. Teaching Aids Area

This area is for the preparation of teaching aids for practice teaching. All the necessary materials are provided free of charge

8. Microfiche

Independent research materials are stored in the form of microfiche for use in special readers. These contain a very large amount of information in a very limited area.

9. Skill Development Area

Librarians provides reference and instructional services to the students. During this particular observation, the librarian was conducting orientation classes for new trainee teachers to help them become aware of sources for children's literature for their course work. The session showed methods to be followed to gather information necessary for classroom teaching.

(b) **UBC Language Education Resource Centre**

This Centre has been designed to cater to the needs of the teachers in the Language and Literacy aspect of the Education Faculty. This is the unit that prepares the training for teacher librarians. Face-to-face and distance modes are used in the training programs.

There is a large collection of materials that are appropriate for use in school curriculum that teacher trainees can borrow to use in their lesson planning, and in their practice teaching in the schools.

The centre has a very effective website also.

(c) **First Nations House of Learning Library**

This library is housed in a traditionally designed building. It caters to the needs of the First Nations students and other students on campus. It houses material that are unique to the First Nations history, culture, laws and policy that are needed by students studying in this field, or planning to work with the First Nations community. The library is organized to help users work independently.

(d) **UBC Office of Continuing Professional Development**

This centre mainly uses the distance mode to conduct its training programs. They have courses in (i) Teacher-Librarianship;

(ii) Language and Literacy Education Courses

Copies of the course descriptions and topical outlines were provided.

(e) **UBC Office of International Education**

The Coordinator for this new Office met with the group, and encouraged them to consider presenting proposals for the University of British Columbia to provide a variety of training programs abroad.

Assistance to facilitate students from abroad to study at UBC was also suggested.

(f) **UBC Teacher Librarianship Education**

Dr. Marlene Asselin, Associate Professor, described her work with the Canadian School Library Association in helping to establish standards and guidelines across the country. She also described several projects that are being undertaken to raise the visibility of teacher-librarianship as a profession.

Then she discussed the scope and content of the courses that are available from the UBC program, and outlined ways these could be adapted to meet local needs.

Day 4 Tuesday, 25 September 2001

Abbotsford School District No. 34
District Resource Centre
District Principal, Instructional Media Services: Dr. John Morrow
Website: http://www.sd34.abbotsford.bc.ca

This Centre was initiated and developed to meet the needs for approximately 50 schools from both the urban and rural nature of the district. The broad range of materials in many formats are consistent with the instructional needs of the district and comply with the curriculum requirements from the Ministry of Education for the Province.

Teachers may access the material in the centre by visiting in person, by phone, fax or e-mail. Schools have a printed catalogue describing the materials. The items will be sent to the schools by courier van the next day.

Mount Lehman School
Principal: Mr. David Moorthy
Librarian: Scott McKellar

This is a small rural school with 112 students. (The maximum capacity is 150 students). This is the oldest school in the district. It was built in 1884/ It has been remodeled recently. The library is dedicated to one of the oldest teachers still living in the district.

The library is across the hallway from the school office. The computer is in the next room with 25 computers, and there is a door connecting it to the library. There is a nice collection of 6383 curriculum related materials. There is a part time male teacher-librarian. Parents help to look after the library under his direction.

The facilities are used a lot by both teachers and students. The teacher-librarian helps teachers find the resources to make their lessons effective. He also helps by working with small groups, or whole classes on topics that are planned with the teachers.

A computer software package entitled "Success maker" is being used to practice integrated learning skills.

The school website can be accessed by students, teachers and parents from their homes.

Vancouver School Board No. 39
Shaughnessy Elementary School
Principal: Mrs. Shelia Tripp **Librarian: Mary Reisma**

This elementary school serves grades 1 –7, with a student population of 468. The school has 18 full time teachers. Approximately 22 % of the student body is made up of English as Second Language speakers. English is the medium of instruction.

As in all school districts, funding is provided partly by the Provincial government and partly from city taxes. Funds are raised by school projects also.

The principal explained her role in the development of a good school library program. She talked about the way she encourages teachers to make best use of the teacher-librarian time in their cooperative planning.

A tour of the school provided an insight into how Canadian classrooms operate.

The library has a collection of about 14,000 items. It is managed by a teacher librarian who has both a teaching degree and a school librarianship diploma. The teacher-librarian is a "resourceful" person in the school, and teachers come to her to get help and assistance with many teaching activities. Teachers recognize that she knows a lot about where to find things in the school and in the community.

Teachers in this school often arrive very early, use the library effectively, and often stay late to complete their planning and preparation for the next day.

Some classes have regular scheduled time. Most teachers plan with the teacher-librarian for more flexible schedule to meet their classroom needs. The library can accommodate more than one class at a time.

Annie B. Jamieson Elementary School
Principal: Ms Eileen Yeung **Vice Principal: Margaret Horvath**
Teacher-Librarian: Lois Lees
Learning Assistance Centre Teacher: Ruth Mallach

The population in this school is quite multicultural, including many Asian Children. Special language classes are taught in Mandarin, which include English speaking children as well as Chinese children.

The school has a well organized library, managed by a teacher-librarian with many years of experience. She displayed many samples of cooperatively planned units at different grade levels. Her units showed the part played by the teacher and the part by the teacher-librarian. She was also able to identify the various learning skills that were

being taught, reviewed or practiced in each unit according to the scope and sequence chart that has been developed with the teachers in correlation with their curriculum.

Student helpers are trained to work in the library before school, at recess time, during the lunch hour and after school. They are trained by the teacher-librarian and have quite specific tasks to do each day.

Some parents volunteer on a regular basis to help in the library also. They also receive training from the teacher-librarian, and work on specific tasks to support the program.

The library is organized so that students can work independently. There are the regular sections of reference, fiction, non-fiction, 'Everbody" books, and a large section to encourage early reader habits.

The Vice Principal emphasized the leadership role of the teacher-librarian in helping develop a strong professional development program in the school.

The Learning Assistance Centre Teacher (LAC) described her role in helping identify children with special learning needs. She told about the various kinds of assessment programs that are used in the schools, and the support services that can be accessed from within the District. The LAC teacher and the teacher-librarian share many materials, and work closely to encourage the reading habit.

Day 5 Wednesday 26 September 2001

Richmond School District No. 38
District Resource Centre
Co-ordinator of Technology & Information Services – Judith Kootte
Website: http://www.sd38.bc.ca

This resource centre caters to 52 schools. It is located in a services building that provides supplies warehousing, carpentry and maintenance services, transportation services, and training facilities.

The DRC focuses on support materials: books, videos, CDs, kits, teaching tools and equipment to support the classroom teachers. The extensive collection is available to all teachers to drop in, or to phone, fax or e-mail requests. Materials are sent by courier on a daily basis to the schools.

The key responsibility for the Coordinator is training teachers to enable them to enhance the quality of teaching in their classrooms. She is responsible for planning, coordinating and implementing the activities related to library automation, and other electronic training programs.

Key functions of the centre are:

- circulation of materials to schools
- helping teachers in planning their activities
- upgrading of teaching skills
- cataloguing the library books for the schools through the central automation system, by centrally housed library cataloguing and automation technicians
- motivating teachers to be innovative with new educational equipment and materials

- training teacher-librarians in the effective maintenance of the librarians
- organizing and conducting workshops for the preparation of activities, planning units, and teaching units with current methodologies
- assisting home-schooling teachers to access materials.

Richmond School District No. 38

Samuel Brighouse Elementary K-7 School
Principal: Gillian Rudge Vice Principal: Bill Juhasz
Teacher-Librarian: Noreen Grobowsky

This school has a library with a floor area of 800 sq. ft and it is managed by a teacher – librarian, who is new to this school. The funds are provided by the district and also raised by the school in fund raising projects. The teacher-librarian has responsibility for working with the teachers and administration to select the materials that will match the curriculum, and be suitable to the reading and ability levels of the school in this area. All the print, audio, video, and electronic tools are accessible in this centre.

Parents are volunteering in this library. While it is in the transition stage, they are helping with the re-organization of the materials. Some also help with the regular circulation of materials. Others work with children under the direction of the teacher-librarian.

Assessment of the program in this school is done on an on-going basis by the principal. Teachers are invited to make suggestions to improve services. The Teacher-librarian plays an active role in the professional development activities in the school.

Richmond School District No. 38

Hugh McRoberts Secondary School
Principal: Dr. Chapple
Vice Principal: Tim Wozney Vice Principal: Ms. Lee
Mr. Pellam, Teacher- Librarian Mr. Gordon Powell, Teacher-Librarian
Website: http://www2.sd38.bc.ca:8004/~Mcrobertslib

This secondary school has an enrolment of about 1100 students with approximately half of them enrolled in the French immersion program. There are about 65 full time teachers, with 1.2 teacher-librarians and a full time library technician. The library is recently renovated, giving it a new appearance. There is a large collection of 17,000 print materials, as well as an attached computer laboratory of about 33 computers and printing facilities. Both teacher-librarians are computer literate, and often do training sessions in the school and in the district. The seating capacity is about 110 students at

any one time. There are two small group meeting and work areas as well. The library is normally open from 8:00 a.m. to 4:00 p.m.

Students have access to the computers during the school library hours. There is a school website that parents, teachers and students can access from home. Assignments can be accessed from home, and can be submitted to the teachers on-line.

In this school there is an period everyday after lunch when the students to 20 minutes of Un-interrupted Sustained Silent Reading. Materials can be chosen from the school fiction collection, or from personal collections. Teachers also read silently at this time as a model for the students.

The principal in this school also teaches on class of students three times per week. He does this from his own personal choice, and from his desire to keep in close contact with the senior students in the school. This year he is leading the Career and Personal Planning course for all senior graduating students.

Delta School District No. 37

Delta Secondary School
Principal: Bay Holmes
Librarian – Del Catherall

The student enrolment here is 1581 secondary school students. There is a full time teacher cadre of 87, with one full time teacher-librarian and one full time library technician. The teacher-library chooses to make the library available to students from 7:00 a.m. to 4:00 p.m.

The library has a collection of 17, 200 books and other materials, and a seating capacity for 150 students. There are also two small group work areas. And there is a mezzanine for secondary students to work quietly and independently under minimal supervision. Students have ready access to the computers and the Internet. Costs for the Internet service are paid by the school.

The teacher-librarian work closely with the teachers to identify resources, including relevant websites for the projects. Guidance in learning research techniques and problem solving skills are also provided by the teacher-librarians on both small group and individual basis.

Provision of "Booktalks" on a regular basis to classes and groups with special interests are a special feature in this school. This teacher-librarian has a particular love for books and reading, and enjoys sharing them with young adults.

Displays of books on current event topics were also noted. Collections of guides and pamphlets where made available to students for their independent selection. Material about careers and current personal issues were also found on display stands.

The teacher-librarian reports on a monthly basis to the principal in a written format. Informal reporting is carried on a regular basis to department heads, and to the district office personnel.

Delta School District No. 37

Beach Grove Elementary School
Principal: Gerald Soon
Teacher-Librarian: Sheryl Blasser
Email: gsoon@deltasd.bc.ca

Student enrolment in this school is 340, spanning grades 1 – 7. The Students have 13 full-time teachers, with one teacher-librarian and one library assistant.

The library is spacious and attractive. Spaces have been allocated and signed to show information services, early children's reading, self-reading areas, and non-fiction sections. There are about 4,000 titles in the book collection. There is an attached computer room, also under the direction of the teacher-librarian. The library collection is automated, and students can use the computer to search for books, as well as to check them out.

The yearly budgetary allocation is determined by the District based on the school population. Additional funds are provided by the community in various fund raising activities. The Teacher-librarian works closely with the staff to spend this money wisely to compliment the subjects in the curriculum, and the local interest of the students and community.

The Principal worked previously as a teacher-librarian, and then as a District School Library Consultant. He has a clear perspective of the role of the teacher-librarian in the school. He works closely with the teachers to encourage them to use the staff and resources well. Use of the library is frequently a topic for discussion at staff meetings.

Parents are involved to a greater degree in this school. They assist in the library; they help by listening students read in the classrooms; and they also assist in raising money for more resources.

Day 6 Thursday, 27 September 2001

Burnaby School District No. 41
Website: http://www.sd41.bc.ca

Burnaby Central Secondary School
Principal: Dorothy Fowler
Teacher-Librarian: Pat Purango

Student enrolment is 1450, with a full time teacher cadre of 84. The library is about 100 feet by 80 feet, with a collection of 17,650 volumes. Seating will accommodate 70 students. This is the biggest school in the district.

The teacher-librarian, who is new to the school this year, is an experienced teacher with a Master's degree and additional courses in school librarianship. In additional there is a staff of two full-time library technical assistants and two clerks. There is a bank of computers for eight students at one time. Four of these units **have Internet access for students.**

The library print collection is large, and appears to be well used by the students. There was a lot of activity in the library, and students seem to be able to find their way around easily. The teacher-librarian was working with two groups of English As Second Language Students during the study tour. She was introducing them to the kinds of materials they might find in this collection that they could read, and which would help them develop good language skills. She used abridged titles for classics that are recognized for their high quality. The teachers participated with the students in the examination of the titles.

As part of the second demonstration, the teacher-librarian had done planning work with a Grade 10 Social Studies teacher. The students were being introduced to sources where they could examine time lines in Canadian history from 1900 – 1945.

Burnaby School District No. 41

Marlborough Elementary School
Principal: Rennie Maierle
Teacher-librarian: Mark Roberts
Library Clerk: Helen Kilback **Teacher: Kitty Morgan**

This is an elementary school, and its student enrolment is 1050. It has 44 full time teachers working in the Grade 1 – 7 levels. It is also a dual-track French Language Immersion School.

The school library is about 80 feet by 20 feet. The collection is about 18,000 books. Seating capacity is 60 student, with 8 small group areas/ A separate space has been allocated for work with special needs students. The library has six computers.

This school was selected to demonstrate the kinds of activities that must be undertaken when a new teacher-librarian comes to the school. Mr. Roberts has 22 years of experience as a teacher-librarian. He is assisted by a part time library clerk. Mr. Roberts has also served as a leader of the provincial teacher-librarian association, and on many committees for the Ministry of Education.

The library provides a welcoming atmosphere to encourage children to develop independent reading, to get fruitfully involved engages in small group activities, and to work on research activities planned jointly between the classroom teacher and the teacher-librarian.

Mr. Roberts demonstrated an introductory lesson to French story books for a late immersion French class. The children responded well to the simple stories, and then took opportunity to explore the collection for books for them to read.

The Principal explained his role in helping teachers understand how the use the library services. He was very enthusiastic about the role that is planned for this new teacher-librarian with his staff in exploring the resources and new services.

Burnaby School District No. 41

South Slope Elementary School
B. C. School for the Deaf
Principal: Marilyn Bulloch
Teacher-Librarian: Mary Ann Manley

This school has 30 teachers working full time with 380 students, of whom 30 have hearing difficulties. In addition there are 15 full time support staff such as speech and hearing specialists, social workers, sign language teachers, educational assistants. There is also a part-time teacher-librarian, who is also a Head Teacher (as part time Administration). The Teacher-librarian is fully qualified, and has 11 years of experience. She is assisted by a clerk two days per week.

The library is bright, airy and attractive. It uses lots of natural lighting. The colors are very restful. The collection ahs 12,000 volumes, and 26 computers, with two on-line access computers.

Because the school caters to hearing disabled students, it is important to develop services that give them the skills for personal growth. They are encouraged to read widely, and to respond to the literature from their own personal experiences.

These students are also involved in all research and searching activities, and develop skills appropriate to the needs for their grade level in the regular curriculum.

The teacher-librarian worked with two classes for the group. The grade 3 students were working on individualized projects related to the solar system. They were learning how to take notes and prepare their own paragraphs. Later a grade 6-7 class including both regular HDS students were selecting materials which they would use later to prepare book talks for their classmates.

The Principal stayed with the class to observe the students and enjoy the lessons too. This is a wonderful demonstration of how Principals can model to both teachers and students on the importance of the library.

Burnaby School District No. 41

Marian Learning Resources Center
Manager: Wendy Smith

This another type of district resource centre service, where teachers can drop in, phone, fax, or e-mail to have materials sent to their schools. It caters to about 50 schools in the system.

The collection is very extensive. It includes: audio visual materials, educational film, educational video, kits, charts, models, teaching packages, computer software, etc. Other departments in the building include: textbook storage, mail distribution for the district, library cataloguing and automation services, foreign language teaching materials, multiple copies of novels for reading, support materials for ESL classes. All the materials have been selected by teacher or teacher-librarian committees to compliment the regular curriculum programs used in all schools in the district.

There is a staff of six people working at the Centre. Several of these are clerical people working under the professional direction of the Manager.

A lunch was provided at this Centre for the tour group, during which the representative from **Follett Software Company** made a presentation.

Day 7 Friday, 28 September 2001

Vancouver School District No. 39

Britannia Community School Complex
Manager: Annette Garm
Public Librarian: Judi Walker
Secondary School Teacher- Librarian: Valerie Dare

Britannia is a unique integration of education, recreation, library and social services for an inner city catchment area serving a population of 30,000 citizens. This Centre is co-operatively planned and operated by citizen committees and civic organizers. It was conceived in the late 1960s as a focus for community re-development.

The concept then – and as it extends today – was that, assembly in one place is a broad range of resources and services, which would act as a spark plug to the community. Celebration or protest in the heartbeat of the community is always felt in Britannia.

Britannica Centre is managed by a Board, elected by the constituents of the Britannia Community Services Centre Society. The Board carries out its responsibilities with considerable autonomy under legal agreements with the City of Vancouver, Vancouver School Board, Vancouver Public Library Board, and Vancouver Community College. Legal agreements have been developed to delineate the responsibilities and obligations for each of the jurisdictions.

Membership to the services in Britannia is open to all citizens in the catchment area. At a practical level, community management is achieved through a system of committees, open to citizen membership, which advise the board on a range of management and program issues. The advice is based on the needs identified by local residents.

Britannia offers a wide range of facilities and services sensitive to the needs of the diverse community it serves:

- an information centre
- child care services, including pre-school, out-of-school care and special services
- community education, offering courses reflecting the diverse interests of the community
- an integrated library whose combined teaching and public library staff serve both students and general public
- community recreation programs for all ages ranging from physical fitness to social and cultural activities
- an elementary school
- a secondary school
- four gymnasia
- retired senior citizen's drop in center

- teen center
- pre-teen center
- swimming pool
- fitness center
- ice arena
- track and sports fields
- tennis courts
- numerous meeting spaces

The library has both professional and teacher librarians on its staff. It is managed by a Board representative of the needs of the elementary school , secondary school, and special services. A computer technician is also available. Banks of computers and the necessary software are available in both the public and school services. The full range of public library services were also found at this site, and included:

Children's Services	Silent Zone	Newspapers
Art Gallery	Reference Services	Info Desk
Young Adult Section	Video, Audio & CDs	Large Print
Individual Work Space	Display Space	Circulation Desk
On-Line Catalogue	Reading spaces	Photocopying
Administration		

The Head Library submits reports to the Manager, to the Board and to the Vancouver Public Library system. The Teacher-Librarians submit their reports directly to their school principals.

This site was visited as a consideration for a model that might be used in some areas in Sri Lanka.

Vancouver School District No. 39

Shelley Reid, Technology Integration Teacher
Brenda Kvist, Technology Integration Teacher

These teacher-librarians have been seconded to the district office to work as helping teachers in the Information Technology Department. Their responsibility is to help principals and teachers learn how to use the technology wisely.

Components have Information Technology Department and services to the schools include:

- Library automation
- Wide area Networks
- High School computer labs
- Elementary School computer labs
- In school networks – Local Area Networks
- Elementary classroom Local Area Networks

The discussion also addressed steps in developing a Technology Implementation Plan for a District. The following points were noted:

1. Learning Objectives for the Students
2. Resources
    - Teacher awareness of websites

- Access to alternative resources
- Searching skills for students
- Problem solving skills

3. Inventory of existing resources
4. Acquiring the tools
   - computers, monitors, peripherals
   - wiring, electricity, telephone, air conditioning
5. Technical support
   - Full time computer technicians in high schools which also serve the schools in their catchment area
   - Part time computer technicians in very large elementary schools
   - District IT personnel
     - Product expertise
     - Help desk
6. Implementation specialists
   - School based training (the best)
   - After school workshops
   - District level training
   - Core (Risk Takers) Teachers basic training
     - follow-up in own school
     - developing local skills
     - enhancing repertoire of skills appropriate to local needs
     - bringing the rest of the staff "on stream"

Day 8 29 September 2001 (Saturday)

Vancouver Public Library

The Vancouver Public Library has been established officially as a free public library in 1887. The new library visited at this time was opened in 1995.

Library Square includes 35,150 square metres. This Central Branch is housed in a seven-storey building. Some sections are rented to business on a long term basis, with guaranteed rental income. It is located in the central business district, in downtown Vancouver. It combines exciting visual appeal with modern facilities, extensive resources and technologically advanced systems. More than a million items are housed here for use by the citizens. Many of them may also be accessed from the various branch libraries in other parts of the city. This Central Branch is the heart of a well organized library system.

The library staff is friendly and welcoming. They are providing quality to a wide variety of clients, with many linguistic backgrounds. Increased seating capacity and

inclusion of study space and meeting room facilities accommodate a wide variety of requirements.

The scope of services in this building covers all those discovered in Burnaby and Britannia. The services are more sophisticated, and the resources more detailed. One is greeting with a friendly information desk, transit information desk, telephone books and many kinds of directories. An on-line catalogue system gives speedy access by author, title, and subject according to the user's needs. Internet stations are also available. As one progresses through the various floors, the following services can be seen:

- the multi-media exploration galleries including computers, CD-ROMs, audio visual equipment, displays of book materials, and display drawers for posters charts, etc.
- lounges for all ages of readers and users on many floors
- Art gallery
- bank of on-line computers for public access on every floor
- technical services divisions
- multi-lingual and youth collections
- social sciences, languages and literature collections
- business, economics, science and technology divisions
- newspapers and magazine services
- history, government, fine arts and music divisions
- special collections and computer labs

Later this day, the tour group also visited

Lynn Valley Ecological Park and Suspension Bridge
Capilano Salmon Hatchery
Grouse Mountain Resort, and cable car

Day 9 Sunday 30 September 2001

This day was devoted to an historical and cultural tour to Victoria, the capital city for the province. The trip included

A ferry boat ride for 1.5 hours from the mainland to the island
Tour of the world famous Empress Hotel and Convention Centre
Viewing of the Provincial Parliament Buildings
Visit to the Royal B. C. Museum, with special attention to the exhibits of the First Nations People.

Day 10 Monday 01 October 2001

Surrey School District No. 36
Curriculum and Instructional Services Centre
Teacher Centre
Director of Instruction: Lynn Robertson
Manager, Teacher Centre: Heather Maclean
Learning Resources Manager: Gloria Morton
District web site: http://www.sd36.bc.ca

The final stop on the tour included a visit to another kind of district resource centre. It was made up of the following areas

In-service meeting area	Curriculum display area
Computer training area	Multi-purpose production area
Helping Teacher Offices	Supply room & Store room

Learning resource materials and school library materials for teacher use could be found under the following headings in the various spaces:

Information technology	Aboriginal education
Special education	English Language Arts
Multiculturalism	English as a Second Language
Ministry recommended grade / content collections	
Pre-school materials	Modern languages
Fine arts	Social studies
Science	Mathematics
Career education	

A bank of computers was centrally located in the room, with access to the CD ROMs and the Internet. They are used for training purposes by the various helping teachers, who guide teachers in the integration of technology into their regular curriculum activities. These computers are also used to evaluate new resources as they come on the market. Groups of teachers are recruited to evaluate all materials that are acquired for the district.

The multi-purpose room for use as a make and take centre for teachers is very helpful. It contains all the tools necessary for a teacher to make educational materials. It also has available (at cost) the paper or other items needed to make the classroom resources. Some of the pieces of equipment include: laminators, die cutting tools for various shapes, photocopiers, binding machines. Assistance from a clerk can be available if someone does not know how to operate the machines.

The Learning Resources Unit acts as a warehouse and clearing house for bulk textbook ordering. Schools staff can see all the recommended titles available in the displays in the Teacher Centre. School principals are responsible for submitting the orders for the textbooks that they feel are needed. Orders are submitted several times per

year. Schools order what they need; the orders are combined to gain the greatest discounts and to save on shipping costs. Accounting for these purchases are done centrally, and the charges are levied against the school records electronically.

The Learning Resources Unit is responsible for

- managing a database (35,000 + items) of district and ministry recommended resources
- liaising with helping teachers and directors of instruction regarding the purchase of recommended learning resources
- liaising with school learning resource contacts regarding individual school needs
- liaising with Ministry of Education, Curriculum & Resources Branch
- purchasing of recommended resources on a weekly basis
- distribution of learning resources to district sites
- negotiating discount prices and shipping for bulk orders
- providing schools with comprehensive order forms and district annotated catalogues
- budget control of Learning Resource funding
- coordinating year round rebinding opportunities

Purchasing of basic materials is one of the responsibilities of the Resource Centre. Requests and recommendations from the teachers, teacher-librarians and other interested personnel are accommodated for purchase. Principals can purchase useful books and materials matching the curriculum, with prior approval from the Materials Evaluation Committee, which reports to the Director of Instruction.

The Surrey Board of Education is one of the largest in British Columbia. It has teacher-librarians in every school. It has had a distinguished reputation over the years for leadership in resources management.

University of British Columbia
School of Library Archival and Information Services
Director: Dr. Ken Haycock

Dr. Haycock met with the group to discuss the impact of research in education and school librarianship over the past two decades. He reviewed some of the key pieces of research related to

- training for school library personnel
- cooperative planning and teaching
- student learning styles
- flexible scheduling
- principal's perceptions of the role of teacher-librarians
- teacher's perceptions of the role of teacher-librarians

Dr. Haycock suggested that in order to develop a comprehensive program of school librarianship in any district, the following facts need to be considered

1. Need to link together all the people in the district who have some "agenda" related to the effective use of materials in school, and the raising of school standards

2. Creating a 'readiness' state in the minds of the people who will be expected to change their style, operation, or activities
- using face to face interaction
- sharing information about the change, e.g. a quality article, brochures, posters
- helping people draft the proposal for their own school
- involving people on committees for planning for the change

3. Planning for the change
- What do you want it to look like ten years from now ?
- How will we know that the change is working ? effective ?
  - more than just changes in buildings ?
- Are there steps in the project that can be clearly identified
- Are there parts of the project that get started quickly, and then are revisited and nurtured as the project takes root
- Would demonstration projects help in selling the idea ?

4. Training and Staff Development
- Who understand the implications and scope of the change ?
- Who has had experience working with this change ?
- Who has knowledge about the practical aspects of the change ?
- Who will train the trainers ?
- Can training the trainers model work in something that is complex ?
- Ministry training packages
- Provincial training programs
- District support programs
- Demonstration projects
- Zonal training needs
- School based coaching or mentoring

5. Implementation stages
- Strategies to get people to want to make the change
- Kinds of pressure to nudge people to get on with the action
- Kinds of support needed to encourage people that what they are trying is okay

6. Maintenance
- Once the project is up and started, it is important that there been staff who will help make the project continue to grow
- Continuing support and funding for new materials
- Renovations to modify buildings as the program grows and changes
- Technology up-grades

10. Summary

As one method of summarizing the various activities on the total tour, the following steps in the planning process were considered:

1. Readiness
   - Tour participants need to face-to-face communications with professional colleagues upon return to Sri Lanka
   - Distribution of the Provincial Officers Reports with discussion with influence leaders is important
   - Sharing of resources found on the trip is vital
   - Sending out articles for principals and staff to read about school librarianship and the new directions is important.
   - Discussion of these articles at professional meetings is important

2. Role of Ministry of Education

   - Distribution of Mission Statement imperative

   - Distribution of School Library Program Guidelines
     (e.g. Dharmadasa Report p. 46)

   - Newsletters about progress in SLDU developments to public

3. Role of Provincial Officers
   - Endorsation of the Mission Statement for the provincial officers and teachers

   - Endorsation and distribution of the Guidelines statements for discussion

   - Developing proposals for Provincial or Zonal Resource Centre as an elaboration of the Teacher Centre concept as observed in the centres on this tour

   - Establishing some model / demonstration / lighthouse school libraries
     (e.g. Dharmadasa Report p. 29)

4. Professional Development Authority
   - Practicing some change theory skills
   - Discussing the change in teaching methods with other MoE departments
   - Discussing the kinds of training given to teachers in Resource Based Learning

5. Development of Physical Facilities
   - combining the forces of BOBLEP, IT and SLDU money and focus
   - integrating these services in a section of the school where they can support each other
   - planning for expansion in the near future
     - can a wall be moved to make room for a rapidly growing program

6. Collection development
   - wise choice of quality titles
   - spreading the money around to the demonstration schools
   - continuing to provide some new titles to all schools each year
   - continuing to provide new titles to demonstration schools each year
   - seeking outside support
     - old boys; corporate sponsorship etc

7. Staffing
   - re-examine the qualities desired in selecting the teacher librarian (Dharmadasa report p. 19, 20)
   - choose potential change agents
   - choose people who would make good vice principals
   - assign best people to first demonstration schools
   - use SLDO trainees (Management trainees) in the library as support staff.
   - use full time, part time or teacher in charge assignments

8. Start enjoyment of reading projects and activities immediately
   - don't wait for a fully functioning library

9. Start planning Cooperatively with one or two Teachers as soon as possible
   - use some structured time to get people aware of what can be done

10. Share the successes
    - public press
    - teacher publications

11. Use group renewal activities
    - Study Group Tour should meet monthly to advise SLDU
    - Share successes from Study Group Tour implementation activities
    - Draw Teacher-Librarians from Demonstration Schools together regular so they can share successes also.
    - Be a TURTLE

Summary continued:

The video FUEL FOR CHANGE produced by UBC and BCTLA was shared. Participants then answered the following questions drawing from their experiences while on the tour.

1. **How will the role of the classroom teacher change with the introduction of resource-based learning through the school library program ?**

1. Team work will be needed between the teacher and the teacher-librarian
2. Planning will be critical to ensure student success
3. Resources will enrich the potential from the textbooks
4. Teachers will become the guide to student learning ...
   "Sage on the stage; or Guide on the side"
5. Teacher-librarians will need to be mentored by the administration
6. Mentoring of the staff will be needed from the Zonal officers
7. Facilitator skills will be especially important

2. What educational principles apply to the changes envisaged through Resource Based Learning in your schools ?

1. Cooperative planning and teaching
2. Search for knowledge becomes the focus of teaching
3. Individualization of the teaching to meet student needs
4. Developing independent learning skills in each student

3. How does the Principal or the Provincial Officer implement the change process ?

1. Developing a clear(er) vision of what should happen / change
2. Acting as a model for what he/she wants to see changed
3. Providing the necessary facilities and resources
4. Encouraging staff to take time to read / think / grow
5. Helping make the time for staff to consider what the change is, and how it applies to them personally ... **let them take ownership for it**
6. Providing times for people to work with their peers.
7. Building relationships with the staff that compliment and nurture success (instead of punishing failures.)

8. **Constantly remembering to keep the CHILD at the centre of all change activities**

Summary continued

Summary continued

Factors in a Successful School Library & Information Services Program

1. Commitment and understanding

2. Foundation of learning
- **Skills Continuum**
- **Developing Reading Habits**
- **Content as a tool of learning**
- **Learning is a process, not a product**

3. Recording successes
- **Cooperatively Planning Units Shared**
- **Reporting to the community**

4. Accessing resources in the total community

5. Assessment of student's independent learning skills

Kids, who read, succeed.

++++

Kids, who read, lead.

++++

Appendix 1. Project Proposal

FINAL COPY

EICO Management Company
Dr. Edward C. Buller, President
209-897 Corydon Avenue
Winnipeg, Manitoba Canada R3M 0W7
Phone 204-0475-0070
FAX: 204-453-3655
E mail: mailto:ebuller@winnipeg.com

To: **Secretary,**
Ministry of Education
"Isurupaya", Battaramulla, SRI LANKA.

Mr. W. Dharmadasa, Director of Education
School Library Development Unit
and
Mr. Neil Gunadasa
Deputy Director of Education
School Library Development Unit 2001.07.23

Fax to: **Canadian High Commission**
Sri Lanka
Fax: 009410687-049

Re: **Canadian Study Tour No. 2**
Sri Lankan Educators Engaged in the School Library Sector.

Dear Sir / Madame:

Following discussions with EICO Management, and also with Mr. Dharmadasa, the
following proposal for Study Tour No. 2 is attached. I have sent an electronic attachment in Rich Text Format, and have also enclosed the complete document here in slightly different format, but with exactly the same content.

Please acknowledge receipt of this material at your earliest convenience.

Thanks you.

Gerald R. Brown
on behalf of
EICO MANAGEMENT COMPANY.

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Proposal

1. Recommended Dates for Tour

Arrive Vancouver Saturday 22 SEPTEMBER 2001
Leave Vancouver Wednesday 03 OCTOBER 2001

2. Number of Persons

Activities will be planned to accommodate twelve (12) persons for TEN (10) days in the Lower Fraser Valley (Vancouver area) B. C.

I understand that following persons are listed to participate in this project. I am aware that this list may be subject to change according to local circumstances.

List of Names:-

	Name	Designation
1	Mr. S. Thillainadarajah (Team Leader)	Additional Secretary Ministry of Education, Sri Lanka
2	Mr.G.M.N. Gunadasa (Team Co-ordinator)	Deputy Director of Education
3	Mr. S. Jesunesan	Assistant Director of Education
4	Mr. P. Udugampola	Deputy Project Director
5	Mr. R. C. Perera	Deputy Director of Education
6	Mr. P. T. Pitigala	Deputy Director of Education
7	Mr. G. H. P. Wijesekara	Deputy Director of Education
8	Mrs. R. A. S. P. Ratnasekara	Deputy Director of Education
9	Mr. N. Anandaraj	Assistant Director of Education
10	Mr. N.G.A. Dharmadasa	Assistant Director of Education
11	Mr. A.M. Karunapala	Assistant Director of Education
12	Mrs. S.I. Pathiranawasam	Assistant Director of Education

3. Locations:

Based on discussions with Mr. W. Dhamadasa, Director, School Library Development Unit, it is recommended that a more intensive tour in Vancouver will be appropriate to meet the objectives of the project

4. Schedule Calendar September - October 2001

This schedule is subject to change according to which centres are available and which resource personnel can accommodate the groups.

Saturday	**22 Sept**	**Arrival, Orientation**
Sunday	**23 Sept**	**City Tours**
		Framework for Tours Meetings
Monday	**24 Sept**	**District Administrators, Directors and Consultants**

		Roles and Responsibilities
Tuesday	**25 Sept**	**Elementary school libraries**
Wednesday	**26 Sept**	**Secondary School Libraries**
Thursday	**27 Sept**	**Elementary Schools** **Reading Resource Programmes**
Friday	**28 Sept**	**Training Programmes for** **Teacher-Librarianship Education**
		Combined School Public Library Tour
Saturday	**29 Sept**	**Vancouver Public Library Tour** **Other historic and cultural sites** **in Vancouver area**
Sunday	**30 Sept**	**Burnaby Public Library** **Branch Library Services** **Bookstores, Software Stores**
Monday	**01 Oct**	**Teacher Centre (s)** **District Resource Centres PD & IT** **De-briefing and Final Report Writing**
Tuesday	**02 Oct**	**Report Printing** **Meeting With Local T-L Association**
Wednesday	**03 Oct**	**Departure**

5. Air Transportation

Sri Lanka Ministry of Education will be responsible for scheduling arrival and departure times to match the above schedule. Changes in this schedule must be negotiated in advance.

6. Visa and Immigration

The Sri Lanka Ministry of Education will be responsible for seeing that all educators travelling on the tour will have appropriate documents for Immigration clearance before leaving Sri Lanka.

7. Purpose:

The purpose of the Study Tour as outlined in the original proposal is understood by EICO and the resource persons consulted, and will be clearly transmitted to the individual / hosts who will be recruited to participate in the project.

The **purpose**, as quoted from the original proposal, is:

1. To develop an awareness of the scope of modern school library programming.

2. To investigate the aspects of implementation of a modern school library program including: staffing, facilities, educational programming, resources, staff training and development, advocacy, policy and procedures work.

3. To prepare leaders to work on the implementation of a school library development plan and educational program for peers and colleagues upon return to Sri Lanka.

4. To assist in advising NILIS on education and training needs for the field.

8. Areas to be covered:

It is felt that all the areas under the original proposal can be addressed through quality presentations, observations and individualized and small group interactions. Different combinations of groups may visit alternative sites, and will discuss the principles of their observations during the **daily de-briefing and report writing sessions.**

All tour members will be expected to actively participate in these sessions between 4 - 6 p.m. daily.

IT IS FURTHER EXPECTED THAT PARTICIPANTS IN THIS TOUR WILL HAVE STUDIED THE *REPORT ON THE DIRECTOR'S TOUR*, AND THAT IT WILL BE USED AS A CURRICULUM GUIDE IN THE VISITATIONS FOR THIS STUDY TOUR.

The descriptors of the consideration for the areas to be covered by the tour are relevant and are quoted in entirety. They are as follows:

1. Superintendent/Director who is a strong advocate, and who can delineate the role and philosophy in relation to consultants and principals who are responsible for School Library and Information Services (SLIS) program integration into the curriculum program.
2. Teacher-librarians in program activities at all grade levels and different levels of sophistication in cooperative planning and teaching, resource-based learning, scheduling, etc
3. Principals who are articulate and strong SLIS advocates
4. Facilities, including integration of technology in SLIS
5. Role of support staff in schools
6. Differentiated staffing patterns, and career ladders
7. Assistance of Parent Volunteers in program implementation
8. Reading Resource Teachers in action
9. District or Regional Teacher / Library Resource Support Centres
   - Role and Purpose of these Centres
   - Functions of these Centres
   - Staffing and Management of these Centres
   - Professional Development Role of these Centres
10. Professional Development Activities in various systems
11. University campus
    - Options in kinds of courses: B. Ed. (LIS); M SLIS
    - Modes of delivery: face to face, distance education, credit transfers
    - Resources & lab facilities for teaching and student use
    - Teacher training activities related to SLIS integration

12. Analysis and Report Writing based on synthesis of program components observed

9. Summary of Costs

Explanatory notes are provided in sequence for each item in this costing summary on the following pages. All cost estimates are quoted in Canadian Dollars (Can $)

9.01 Administrative Fees, including ..$ 8,940.00

Management Company Fee.....	1620.00
Embarkation Fees	120.00
Printing, Computer, Internet & Phone	100.00
Honorarium for Resource Persons	2500.00
In City travel	1600.00
Local tours and orientation	1000.00
Logistics Assistant / Driver	2000.00

9.02 Tour Co-ordinator's Fee .....$ 9,000.00

Consulting Services	8400.00
Co-ordinator air travel	600.00

9.03 Total Project Costs ..... $ 17,940.00

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10. Explanatory Notes:

10.01 EICO Management Company Fee

This administrative fee is payable to the EICO Management Company. This amount covers accounting, banking, secretarial and legal services. It is the purpose of this proposal to show a clear and transparent itemized list of what is to be included in each category. The credentials of this company have been previously submitted for Tour I: Director. The fee is calculated at approximately 10 per cent of the operating budget.

10.02 Embarkation Fee

This fee is levied by the Local airport Authorities. It is an amount of $ 10.00 Canadian per person, paid at the departure gate in Vancouver when the tour leaves the city on the return trip. This fee will also be charged to the Tour Co-ordinator.

The fee is levied for each person at the airport. It is payable in Canadian currency, cash preferred, but most standard credit cards are also accepted.

Projected costs: 12 x $ 10.00 $ 120.00

10.03 Printing, Computer & Internet Costs

To have material ready for the tour, to print reports and related letters, and to provide Internet connects at the hotel, the fee would be minimal.

Project Costs: $ 100.00

10.04 Honorarium for Resource Persons

Since each of the resource persons to be consulted or visited will be undertaking these activities in addition to his/her regular workload, it is recommended that a modest honorarium be given to the hosts. This expresses appreciation for their willingness to spend extra time on this project, and shows respect for their professionalism. In the case of the Director's tour there were in excess of 40 individuals who were interviewed or in some way participated significantly in the completion of the tour.

It is anticipated that there will be a similar number of people involved in this project, and that the suggested honorarium be not less than $ 100.00, with discretion left to the tour co-ordinator to modify the sum according to the level of participation.

Projected cost: 25 x $ 100 $ 2,500.00

10.05 In City Travel

It is recommended that two (2) minivans be rented at the airport, which will transport six passengers each, comfortably, plus the driver / tour co-ordinator.

Luggage may be crowded on arrival and departure, but this can be managed, if necessary with the hiring of taxis.

The minivan rental prices include insurance, gasoline, and unlimited mileage for the period of the tour.

Projected cost: $ 1600.00

10.06 City & Cultural Tours, Orientation, Recreation & Entertainment

Vancouver has many fine cultural activities, such as music, theatre, concerts, sporting and outdoor events. Recommendations can be provided, and arrangements with tickets and transportation can be assisted. Individuals must be prepared to cover costs for these events at their own expense.

An attempt will be made to contact the Local Teacher-Librarian Association or other community leaders depending on what is happening in the community. Such reception or social event would be informal, and would be funded locally.

Churches and Temples are readily accessible in the city of Vancouver and surrounding areas.

Trips out of town to the mountains can be arranged easily from Vancouver. September will be an excellent time for such adventures.

Project cost: $ 1000.00

10.07 Tour Co-ordinator & Consultant Service Fees

The cost of the tour co-ordinator will be $ 600.00 per day for actual time
the tour is in Canada plus four (4) days of preparation time = 14 days

Projected Total Cost: $ 600 x 14 $ 8400.00

This fee covers personal preparation which to date has included over 150 hours of work on this proposal, booking schedules, contact time with the resource personnel at some sites in advance, and time to prepare printed materials or other resources appropriate to the topic and location.

The Tour Co-ordinator will be available to work with the tour group, and will provide consultative services as follows:

- arrange events appropriate to the needs,
- discuss the observations from each visit,
- assist in the drafting of reports, recommendations, and letters of thanks and appreciation to the various hosts / resource personnel,
- endeavor to resolve any issues or concerns for the tour and for the hosts / resource persons.

Travel fees for one Co-ordinator to travel from Winnipeg to work with the group in Vancouver and return are to be billed

Projected cost: $ 600.00

The Tour Co-ordinator and Driver Assistant will 1 be responsible for personal costs related to accommodation and food services from the fees quoted.

EICO will contract the services of a second individual to assist with the logistics, and drive one of the vans relative to transportation during the organized group activities. The professional fee for the Driver / Logistics Assistant will be billed at 10 days at $ 200.00 per day.

Projected costs $ 2000.00

11. Accommodation and Subsistence Allowance for Tour Participants

It is understood that all participants will receive accommodation and subsistence allowances prior to leaving Sri Lanka. Accounting for these funds will be done between the individual and the Ministry.

Reasonable rates have already been negotiated with the Best Western Kings Inn in Burnaby, BC If individuals wish to seek cheaper accommodation, they will be at liberty to do so on their own outside the time of organized study tour activities.

Provincial and Federal taxes will be charged on all accommodations and food services. The receipts for these services should be retained, and the taxes claimed just prior to departure at the airport. Brochures detailing these procedures will be available at the time of arrival.

Individuals will be responsible for all their own food costs. Some group activities will be planned to which all will be invited to attend at their own expense. Assistance with travel may also be provided as vehicles are available.

12 Method of Payment

EICO will require that 50 % of the total fund, (including the administrative fee) be paid into a special trust account at the time

that this agreement is confirmed; and that the remaining 50 % be deposited in advance of the arrival of the project participants in Canada.

The special trust account has been established by EICO for the Director's Tour, and information concerning these electronic codes are already in your files.

Appropriate accounting records such as invoices and receipts will be used in all transactions.

EICO will be responsible for all fee disbursements, and will provide an audited statement to the Donor Agency GEP II.

Any surplus funds will be returned to GEP II immediately after completion of the tour.

13. Contract

Arranging to have the contract signed will be carried out as expeditiously as possible, and should be completed before the tour begins.

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APPENDIX 2 Sites Visited

ABBOTSFORD SCHOOL DISTRICT No. 34

Dr. John Morrow, District Principal, Instructional Media Services
Eunice Krahenbil, Administrative Assistant, IMC

David Moorthy, Principal, Mt. Lehman School
Scott McKellan, T-L, Mt. Lehman School
Lorna Cook, Secretary, Mt. Lehman School

Bellan Moorthy, Principal, North Poplar Fine Arts School

BURNABY SCHOOL DISTRICT NO. 41

Sheila Rooney, Superintendent of Schools
Murray Peterson, Director of Curriculum & Instruction

Ken Kiewitz, Co-ordinator of Learning Resources
Patricia Finlay, District Teacher Librarian

Wendy Smith, Manager, Marian Learning Resource Centre (LRC)
Elizabeth Paterson, LRC Library Automation Librarian
Leena Tanaka, LRC Clerk
Sandi Sellers, LRC Distribution Clerk
Pat Carroll, LRC Media Booking Clerk
Gail O'Neill, LRC Text Book Clerk
Balbir Bains, LRC Courier Driver

Dorothy Fowler, Principal, Burnaby Central High School
Pat Purango, T-L, Burnaby Central High School

Ann Willcocks, Principal, Burnaby North High School
Oddie Kaplan, T-L, Burnaby North High School
Wendy Amy, T-L, Burnaby North High School
Susan Willows, Library Clerk, Burnaby North High School
Patrick Vossen, Technology Co-ordinator, Burnaby North High School

Rennie Maierle, Principal, Marlborough Elementary School
Luba Banuke, Vice Principal, Marlborough Elementary School
Mark Roberts, T-L, Marlborough Elementary School
Janice Cole, ESL Teacher, Marlborough Elementary School
Kitty Morgan, Classroom Teacher, Marlborough Elementary School
Helen Kilback, Library Clerk, Marlborough Elementary School
Dianne Allen, Head Secretary, Marlborough Elementary School
Brenda Mah, Secretary, Marlborough Elementary School

Joanne Whitelaw, Principal, South Slope Elementary School District
Mary Ann Manley, T-L, South Slope Elementary School /
B. C. School for the Deaf

DELTA SCHOOL DISTRICT No. 37

Gerald Soon, Principal, Beach Grove Elementary School
Sheryl Blaser, T-L, Beach Grove Elementary School District

Bay Holmes, Principal, Delta Secondary School
Del Catherall, T-L, Delta Secondary School
Madeline Kerr, Technician, Delta Secondary School

RICHMOND SCHOOL DISTRICT NO. 38

Judith Kootte, Co-ordinator, Technology & Information Services

Gillian Rudgr, Principal, Samuel Brighouse Elementary School
Bill Juhasz, Vice Principal, Samuel Brighouse Elementary School
Noreen Grobowsky, T-L, Samuel Brighouse Elementary School

Dr. Chapple, Principal, Hugh McRoberts Secondary School
Ms. Lee, Vice Principal, Hugh McRoberts Secondary School
Mr. Tim Wozney, Vice Principal, Hugh McRoberts Secondary School
Mr. Pellan, T-L, Hugh McRoberts Secondary School
Mr. Gordon Powell, T-L, Hugh McRoberts Secondary School

SURREY SCHOOL DISTRICT NO. 36

Lynn Robertson, Director of Instruction
Heather MacLean, Administrative Assistant, Teacher Centre
Curriculum & Instruction Services
Gloria Morton, Co-ordinator, Learning Resources Purchasing

VANCOUVER SCHOOL BOARD N0. 37

Barbara Onstad, Co-ordinator, International Education
Shelley Reid, Technology Integration Teacher

Brenda Kvist, Technology Integration Teacher
Elizabeth Wright, Librarian, Media and Library Services

Eileen Yeung, Principal, Dr. Annie B. Jamieson School
Margaret Horvath, Vice Principal, Dr. Annie B. Jamieson School

Lois Lees, T-L, Dr. Annie B. Jamieson School
Ruth Mallach, Learning Assistance Teacher, Annie B. Jamieson School

Sheila Tripp, Principal, Shaughnessy Elementary School
Mary E. Reitsma, T-L, Shaughnessy Elementary School

VANCOUVER. BRITANNIA COMMUNITY SOCIETY

Annette Garm, Executive Director, Britiannia Community Society
Judy Walker, Head, Britannia Community Library
Peggy Lasser, Elementary T-l, Britannia Community Library
Valerie Dare, Secondary School T-L, Britiannia Community Library
Allan Howard, Technology Co-ordinator, Britannia Secondary School
Mary Filleul, Secondary School Literacy Teacher, Britannia Secondary School
Gordon Crozier, Learning Centre Teacher, Vancouver Community College

UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF EDUCATION

Sheryl Adam, Acting Head, Education Library
Joanne Naslund, Reference Librarian, Education Library
Keith McPherson, Co-ordinator, Language Education Resource Centre

Dr. Marlene Asselin, Associate Professor, Teacher-Librarianship
Janet Gettinbgs, Sessional Lecturer

UBC. OFFICE OF CONTNUING PROFESSIONAL EDUCATION

Dr. Elaine Decker, Co-ordinator
Joanne Chilton, Assistant Co-ordinator

UBC. OFFICE OF INTERNATIONAL EDUCATION

Dr. Paz Buttendahl, Co-ordinator

UBC. SCHOOL OF LIBRARY & ARCHIVAL INFORMATION STUDIES

Dr. Ken Haycock, Director

FIRST NATIONS HOUSE OF LEARNING

Ann Doyle, Librarian

BRITISH COLUMBIA TEACHER LIBARIANS ASSOCIATION

Kay Treadgold, Co-President
Joan Eaton, Co-President
Marilyn Lawrence, Executive Member
Jan Reneuf, Executive Member
Liz Shirreff, Executive Member

FOLLETT SOFTWARE COMPANY

Frank Coster, International Sales Manager
Cam Miller, B.C. Sales Representative

Cultural Activities

Granville Island Market
Lee Valley Ecological Park
Caplinao Salmon Hatchery
Grouse Mountain Resort and Cable Car Ride
Victoria – Empress Hotel
Victoria – B. C. Parliament Buildings
Victoria – Royal B. C. Museum
Sri Lanka Buddhist Vihara Society in B. C.

Appendix 3 Components of a School Library & Information Services Programme

The following chart shows the various components that must be present to have a true SLIS programme in any school. The degree of each component relates directly to the educational programme of the school, and will vary from time to time. It is important that there be a balance of activities to fulfill these needs.

IASL International Association of School Librarianship

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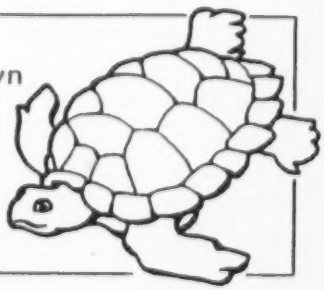
IASL Secretariat
Box 34089, Dept. 962
Seattle, WA 98124-1069
USA

Voice (604) 925-0266
Fax (604) 925-0566
e-mail iasl@rockland.com

Gerald R. Brown

3403 - 55 Nassau St. N.
Winnipeg, MB R3L 2G8
Canada
Ph/F: (204) 284-5620
E-mail: browner@escape.ca



Appendix 4.1 Study Guides: School Library Programme Components

SCHOOL LIBRARY Name of School

_____

VISITOR'S **CHECKLIST**

Name of Principal

_____

Grades ..... _____

Name of Teacher-Librarian

_____ _____

Enrolment ..... _____
No. of FTE teachers _____ Date of visit _____

Staffing: Teacher Librarian_____ Librarian _____ Technician ____ Clerk _____
Volunteers ..... _____ Student Assistants ..... ____ Other _____

Experience of Teacher Librarian
Years as a teacher _____ Years as a Librarian _____ Total years _____
Years of training as a teacher _____ as a librarian _____ Other _____

Size of Library:
Total Sq. ms. _____ No. of titles in collection _____ No. of volumes _____
Seats for students ____ Small group work areas _____ Textbook storage____
Areas for instruction _____ Separate workroom area _____
Other storage areas _____

No. of computers in the library _____
for students _____ for library use only _____
Networked software _____
Catalogue automation _____ Program in use _____
Internet connection _____

Program Components for Observation & Discussion

[Items not necessarily in order of priority]

1. **Cooperative Planning and Teaching (CPT or CPTE)**
   - Sample units planned together
   - Finished student projects
   - Units attempted only by T-L
   - Units shared with other schools, District Centre, etc.
   - Time and arrangement for planning instructional activities
   - Role of teacher-librarian in planning and teaching collaboratively
   - Role of teacher in planning, teaching and evaluating collaboratively
   - Role of principal in advocating CPTE

2. **Managing Information Competencies / Information Literacy Skills**

- Research guides compiled in collaboration with teachers
- Pathfinders or bibliographies for unit topics
- Displays related to projects undertaken to practise ILS
- Skills Scope and Sequence plans with grade teachers, or by subject area
- Skills Scope and Sequence for whole school
- Orientation and training programme for new students
- Use of computers and databases in unit activities
- Samples of units involving planning with Public Library
- Integration of skills into regular curriculum activities
- Orientation for new teachers
- Involvement of student teachers

3. Resource – Based Learning

- Collections for special units
- Role of classroom teacher in materials organization for RBL / teaching
- Database access electronically to other sites
- Costs for using Internet, e.g. printing pages
- Reserved collections
- Non-circulating collections
- Sharing collections with Public Library
- Weeding program
- Sources for selection of new materials
- Relations to District Resource Centre, or Teacher Centre
- Relations with Provincial or National Resource Centres
- Methods for mending, repairs and re-binding
- Special collections, unique to region or school
- Access to photocopy services for teachers
- Cost for photocopy services for students

4. **Technology and Media Use**

- Relation to the print library collection
- Student access and use
- T-L role in student training
- T-L role in teacher technology skill development
- Use in curriculum context – Integration
- Responsibility for managing computer facilities
- Responsibility for SLIS - computer centre & network maintenance

5. Literary & Cultural Appreciation

- Proportion of the collection that is Fiction and 'E" reading materials
- How are these materials selected
- Methods of promoting independent reading
- Correlation between library 'reading' and classroom 'reading' curriculum
- Support services for students with reading or learning difficulties
- Scope and sequence for literature appreciation skills
- Methods of developing cultural appreciation and related skills

- Correlation to Fine Arts components in the school
- Indications of students' creative response to literature, culture or the Arts
- Opportunities for discussion of materials independent selected and read
- Visual representation of literature, culture or the Arts in the school

6. Handbooks , Guides for

- Daily Management / Operation of the Library tools
- Student guides to SLIS centre organization
- District SLIS guides / handbooks / manuals of policy and procedures
- Ministry SLIS guides (other than curriculum)
- Access to SCHOOL website from the homes

7. Scheduling and Time-tabling use of the library

- Scheduled classes
- Booked as needed for planned projects
- Class group bookings
- Small group bookings
- Flexible scheduling
- Hours of individual access

8. Reports and reporting

- To Administration
- To Staff
- To Community
- Annual Report

9. Leadership activities

- Role of District Office personnel in setting directions for SLIS development
- Role of Principal in developing SLIS program level
  Role of Teacher-Librarian as a collaborating teacher
- Scope of Professional Development Activities available to Teacher-Librarians
- Role of Teacher-Librarian in professional development planning and implementation
- Methods of evaluation of effectiveness of SLIS by Principal
- Purpose of evaluation of SLIS by District Officers

10. Research

- Indicators of action research in the school programs
- School data on impact of SLIS programs
- Reports to community on educational research
- Implications of current SLIS research on program finance
- Methods of keeping aware of educational research relevant at the school Building

Appendix 4.2 Study Guide: School Libraries in Transition

"TRANSITION" LIBRARIES - Study Guide

The previous Study Guide for School Library Programme Components applies here also.

However, in addition, the following questions might also be asked in schools where the library is being upgraded from previous traditional models to the modern philosophy of school library programming.

School library programmes are also considered to be in transition when a new teacher-librarian arrives.

What are the strategies -

1. a teacher-librarian will use to settle into a new library,

2. to get the library "up-to-scratch" ... books, technology, physical structure, equipment and furnishings arrangements, operating procedures

3. to integrate the technology into the library, and the training program need to go along with it with both kids and teachers in slow stages

4. to initiating planning work with the teachers as the new teacher-librarian

5. for the role of the principal in these transitions

6. for the role of the district support team(s) in this transition
   ... who are they, what do they do
   ... where else can you get help

7. for student involvement in the running of the SLIS activities

8. to manage the kinds of support staff needed to keep the place running while the professional works with teachers and students

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Appendix 4.3 District Resource Centres – Study Guide

DISTRICT RESOURCE CENTRES - Study Guide

The following are the **issues / topics** / that the group would like to observe and discuss with you.

Different districts use different names for these centres. Some of the names that might be encountered, which cover some aspect of this concept include:

Central Materials Resource Centre
Central Processing Centre
Instructional Media Centre
Learning Resources Centre
Library Resource Centre
Media Centre
Staff Development Training Centre
Teacher Centre
Technology Training Centre

Size of the district ..

Schools, teachers, support staff data should be obtained.

Scope of services for District Resource Centre unit

- Staffing component
- To whom do the DRC staff report, how and when
- Relationship of this staff to the Principal in the school to the teachers
- What **qualifications** does a person need to be a teacher in THIS District ?

1. Why was the **DRC** set up?
   What is the Management structure / process in the Centre ?
   How is the Centre supported / financed ?
   Is there an Advisory Committee from the schools, administration ?
   Are there other Centres in the District, and how are they distributed ?
   What are the hours of operation for the Centre ?

2. How are **materials** selected for the Centre ?
   How are materials selected for the teaching classrooms ?
   How are materials selected for the school libraries ?

3. What are the **services** offered by the Centre ?
   Who can use these services, and when ?
   Is there a charge ? and how is it levied ?

Is there professional or technical assistance to operate the equipment ?
Could we see the various units that support the school library program in particular ?

4. How is **professional development** delivered in the District ?
How is it financed ?
What are the options for teachers ? support staff ? parents ?
What is the relationship with District PD and Teacher Education Institutions for presentation, for credits, for local deliver, for distance education ?
What kind of networking is done among the districts in the area ?

For **school libraries** in this District,

5. What are the qualifications to become a teacher-librarian ?
What teaching experience is required ?
How are staffing numbers determined ?
Who is responsible for selection of professional staff ?

6. Who is responsible for **supervision & assessment** of these professional staff ?
When, or how often is this done ?

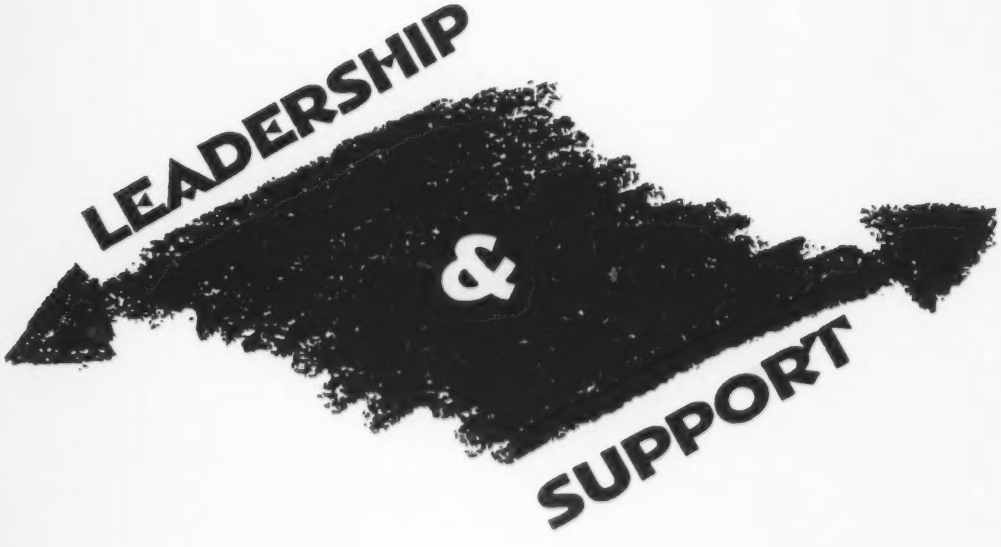
7. Is there clerical and/or technical **support staff** in the school libraries ?
Is there service in the District for computer technical services ?
Is there service in the District for service for other school related equipment ?

8. What is the **budget** for acquiring library materials in the schools ?
What is the budget for acquiring classroom teaching materials in the schools ?
How are these budgets determined ?
Is there a separate budget for acquiring computer software ?
Is there a separate budget for acquiring electronic technology ?

9. Are the schools **electronically networked** ?
Who manages this network ?
Does each school have a website ? designed by whom ?
How are these networks used ?
Do parents have access to the network ?

Appendix 5

THE ROLE OF DISTRICT RESOURCE CENTRES



**For more information,
contact John Caldwell at
School District 65 (Cowichan)
(604) 748-0321**

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**May 1995
Developed by Vancouver Island and Southern Interior
District Resource Centre Coordinators**

Summary ►►►

The Role of District Resource Centres: Leadership and Support

►►►

Mission Statement
District Resource Centre and their staffs provide students and educators with cost effective, equitable access to learning resources and services through evaluating, planning, managing and promoting these resources.

Leadership and Liaison
District Resource Centre staff provide leadership and liaison through the development and promotion of learning resources for use across the district and at the school level.

Acquisition and Distribution of Learning Resources
District Resource Centres have coordinated systems for the acquisition and distribution of learning resources that ensure cost effective and equitable access across the entire school district.

Evaluation and Selection of Learning Resources
A learner focused educational philosophy and the accompanying emphasis on resource-based learning has made the evaluation and selection of appropriate learning resources a vital component of curriculum implementation. Learning resources to support the teaching and learning of curricula are best selected by educators at the Provincial, District and School level.

Management of District Resource Centres
Management includes the ability to administer District Resource Centre programs, facilities, services, and staff in order that these may contribute to the stated educational goals of the District and the Ministry.

Design and Production of Learning Resources
Media to be used within the instructional framework are determined by the requirements of learning outcomes, course content and instructional methodology. Non-print materials can be obtained from commercial sources or produced locally.

Information Technology
District Resource Centres personnel have the ability to promote the use of technology and investigate new resources, technology and services involving information technology.

District Resource Centre Facilities
The Resource Centre should be designed to encourage the effective circulation and use of educational resources throughout the school district.

This document wa
developed by th
Vancouver Island an
Southern Interio
District Resour
Centre Coordinators i
cooperation with th
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Media Associatio
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May 199

BEST COPY AVAILABLE

Mission Statement

District Resource Centres and their staffs provide students and educators with cost effective, equitable district-wide access to learning resources and services through evaluating, acquiring, managing and promoting these resources.

Rationale

District Resource Centres are well positioned to promote and facilitate the implementation of the effective use of learning resources. As the variety and format of learning resources continue to expand, there will be an increasing need to support the integration of these resources and their associated technologies with good teaching practice. Teachers will be faced with acquiring the skills needed to use a wider variety of learning resources in order to successfully integrate them into new and changing curriculums. A District Resource Centre should play an integral role in supporting student learning by providing the essential link between curriculum, school library resource centres and learning resources.

A District Resource Centre should provide the ongoing continuity needed to successfully implement new programs. As well it plays an invaluable role in linking the curriculum to learning resource components required for effective instruction. In the future, implementation of the effective use of learning resources will become more closely linked to implementation of curriculum as we move toward the use of integrated learning resource packages.

Implementation will require the successful integration of computer/technology skills with effective teaching strategies. A District Resource Centre is an ideal location for these technologies as the economies of scale should prove attractive, rather than duplicating expensive hardware requirements in each school. As well, a District Resource Centre can economically provide a site for training to take place. Ideally, the District Resource Centre should be a teacher-friendly, resource-rich, environment.

Given adequate budget and personnel, a District Resource Centre can provide a number of services which support the educational programs and goals of schools, the district and the Ministry of Education.

Leadership and Liaison

District Resource Centre staff provide leadership and liaison through the development and promotion of learning resources for use across the district and at the school level.

Professional and support staff at the District Resource Centre are able to:

- collaborate with administrators, teachers, teacher-librarians trustees and parents to determine policies for the promotion, selection and use of learning resources;
- advocate for the use of a wide range of print, non-print, electronic and human resources;
- develop short and long term goals for District Resource Centre services based on district and Ministry policies;
- provide curriculum development and support by serving on curriculum committees and advisory groups;
- promote district-wide policies, initiatives and programs;
- organize staff development workshops on the acquisition and use of learning resources and technology;
- act as a liaison with the Learning Resources and Curriculum Branches of the Ministry of Education;
- provide resources and services to parent and community groups;
- support curriculum development and implementation through the selection and circulation of professional materials and curriculum guides;
- improve communications across all areas of the school district by providing a clearing house for materials and/or a publishing centre;
- coordinate the circulation of materials with other districts and agencies;
- promote partnerships with other educational institutions, government agencies, business, industry, and non-profit organizations; and
- promote the use of Canadian produced learning resources.

Acquisition, Distribution and Management of Learning Resources

District Resource Centres should have coordinated systems for the acquisition and distribution of learning resources that ensure cost effective and equitable access across the entire school district.

District Resource Centres should provide policies and systems which:

- provide cost effective ways to acquire learning resources which may include; a tendering process, bulk purchasing, negotiating site licences, centralized purchasing and identifying jobbers;
- utilize current technology (on-line data networks and ordering systems, CD ROM etc.) to augment and enhance inventory, processing and distribution of learning resources throughout the district;
- reinforce the concept of equitable access to learning resources;
- maintain an accurate catalogue of learning resources according to established standards;
- develop an efficient system for circulation of centralized and school-based learning resources; and
- ensure the most efficient distribution of learning resources throughout the district.

Evaluation and Selection of Learning Resources

A learner focused educational philosophy and the accompanying emphasis on resource-based learning has made the evaluation and selection of appropriate learning resources a vital component of curriculum implementation. Learning resources to support teaching and learning are best selected by educators at the provincial, district and school level.

District resource centres should:

- provide leadership and assistance in the development of district and school-based policies, procedures and criteria for the evaluation, selection and challenge of learning resources;
- identify in consultation with committees, priority curricular areas for district and school-based purchasing;
- provide information and displays of learning resources to support the selection process;
- build a collection of bibliographic and evaluative sources to provide current information about learning resources and associated hardware;
- foster teacher involvement in the preview, evaluation and selection of learning resources;
- guide the development and implementation of district and school-based learning resources plans;
- maintain a cost effective district learning resource collection to supplement school collections;
- organize pilots and evaluation of selected learning resources;
- organize displays of learning resources; and
- provide inservice on the potential use of instructional technologies and learning resources.

Design and Production of Learning Resources

Media to be used within the instructional framework are determined by the requirements of learning outcomes, course content and instructional methodology. Non-print materials can be obtained from commercial sources or produced locally.

District resource centres can:

- advise and assist educators in media design and production;
- provide inservice in media design and production;
- advise and assist students in media design and production;
- provide inservice in media literacy education;
- provide support services such as desktop publishing, graphic production and design, layout, reproduction, laminating, printing etc.;
- produce learning resources such as audio cassettes, slides, photographs, transparencies, video-tapes, multimedia productions, posters, charts, kits etc.; and
- assist in the evaluation of locally produced non-print learning resources.

Management of District Resource Centres

The management role provides for the administration of District Resource Centre programs, facilities, services, and staff in order that these may contribute to the stated educational goals of the district and the Ministry.

Management functions include:

- communicating with district staff, school staff, students and the community;
- establishing short and long range goals;
- reporting on the District Resource Centre operations;
- selecting, supervising and planning for the effective use of District Resource Centre professional and support staff;
- developing District Resource Centre facilities and services to support the objectives of the K-12 Education Plan as defined by the Ministry of Education;
- planning for efficient use of space and equipment, and for appropriate security;
- developing and managing a budget that reflects the needs of the instructional program;
- maintaining a current catalogue and an inventory of materials and equipment housed in the District Resource Centre;
- providing a service-oriented environment;
- applying technological advances to District Resource Centre and school library resource centre services;
- involving district and school staff in the evaluation and selection of learning resources;
- acquiring hardware and equipment that is most appropriately held and circulated through the District Resource Centre;
- maintaining meeting and seminar rooms to meet the needs of district and school-based committees
- maintaining a preview area for all media formats; and
- coordinating district ordering of resource materials.

Information Technology

District Resource Centre personnel have the ability to promote the use of technology and investigate new resources, technology and services involving information technology.

District Resource Centre personnel support information technology by:

- promoting the acquisition of information skills;
- providing expertise in the selection of educational technologies;
- promoting current information technologies;
- providing assistance to schools involved with technological change through support and training;
- promoting information access to ensure equity for all students;
- supporting library automation; and
- participating in cooperative and coordinated projects within the province and district that involve information technologies; and
- supporting innovations in information technologies.

District Resource Centre Facilities

The District Resource Centre should be designed to provide the effective circulation and use of educational resources throughout the school district. To accomplish this, the facility should:

- be located centrally in the district to allow convenient access to teachers and staff;
- securely house media resource collections and equipment for loan or production;
- have a layout which facilitates browsing through media materials;
- offer expanded hours of operation (before and after school) to enable convenient access;
- provide space for organizing the shipping and receiving of materials and equipment to schools;
- include space for display, preview and production activities;
- have production equipment set up and accessible for teacher projects;
- be equipped with phone, fax and on-line connections to facilitate communication with district schools, suppliers, ministry and outside agencies;
- provide an area for use in training on audiovisual and computer technology equipment and techniques;
- house clerical staff to handle inquiries, reservations, shipping and other services;
- provide meeting or seminar rooms that can be booked by teacher or staff groups;
- incorporate distribution of school district mail and other communications; and
- provide technology for requesting, reserving, shipping, cataloguing and organizing media resources.

Appendix 6. Bibliography of Documents Collected For Sharing with Professional Colleagues

British Columbia. Ministry of Education. Education Technology Branch.
Getting Started: A Guide for Participating Teachers : Information and Communications Technology (ICT) Initiative. 2001

Sample Teaching Units
Another Time, Another Place, Grade 6
Protecting our Salmon, Grade 7
Egypt's Greatest Legacy, Grade 7
Survey Research, Grade 8
Mass Media and Youth Culture, Grade 9

British Columbia Teacher-Librarian's Association.
The Research Quest: A Student Guide (Poster)
Ethics of Information Use (Poster)
Canada's Year of Asia Pacific Multicultural Bibliography 1997

Burnaby Public Library
Welcome to Burnaby Public Library – brochure
Listen to Books – brochure
Home Library Service - brochure

Burnaby School District No. 41.
Marlborough Elementary School: Parent Handbook 2000
Library Resource Centres in Burnaby Schools*: Handbook*. Sept 2001

Delta School District No. 37
Beach Grove Elementary School. Parent Handbook 2001-2002

First Nations House of Learning
X̲wi7X̲wa Library – Brochure
Back to the Future: A forum on the education and training requirements of First Nations record keepers, 17 Nov 2000

Koechlin, Carol and Sandi Zwaan
Information Power Pack – Junior Skillsbook 1997
Information Power Pack – Intermediate Skillsbook 1997
Teaching Tools for the Information Age 1997

Richmond School District No. 38
Richmond Schools. Annual Report 1999-2000
Richmond Schools Enrolment 2001

Surrey School District No. 36
Annual Report 2000: Keeping Learners at the Centre
District In-service Guide
Education Services Responsibilities 2001 - 2002
Language Report for 2000-2001
Learning Resources Services
Teacher Centre (brochure)
Teacher Librarian – Role Description

University of British Columbia. Continuing Studies
Distance Education and Technology. **Calendar**

University of British Columbia.
Education Library
History of the Education Library
Education Library Collections and Staff
A Place for Teaching and Learning
Selection Aids for Children's Literature in Education Library

University of British Columbia.
Office of Continuing Professional Education.
Training Modules
The Education of Immigrant Students. [Language and Literacy Education 479]
Prepared by Sylvia Helmer, 2000
Introduction to Teaching Children's Literature [Language and Literacy Education 441] Prepared by Paula Hart, 2001
The Organization of Learning Resources. [Teacher Librarianship 465]
Acquisition, Organization and Circulation of Learning Resources.
Revised by Maureen Scott, 2001
School Library Resource Centre Programs [Language and Literacy Education 462]
Prepared by Carole Wilson, 2001
Student Handbook 2001-2002 Independent Study Courses, A Guide for Independent Study Students. 2001

UBC **Course information sheets**

Administration of the School Library Resource Centre LIBE 461

Special Topics in Teacher Librarianship LIBE 477
Helping Students Learn How to Research Effectively Using the Internet

Language and Literacy Education
- 441: Introduction to Children's Literature
- 462: School Library Resource Centre Programs
- 469: Resource-based Teaching
- 479: The Education of the Immigrant Student

Teacher Librarianship
- 463: Selection of Learning Resources I
- 465: Organization of Learning Resources
- 467: Information Services I

Vancouver School District No. 39
- ***Annual Report 1999-2000***
- ***Britannia: Programs & Services*** Fall 2001 Catalog
- ***Britannia Centre*** – Brochure
- Britannia Community Services Centre – ***Family Handbook for Child Care Programs***

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Appendix 7. Participant Profiles

1. Mr. S. Thillainadarajah, Additional Secretary, Ministry of Education (MOE)

I started my career as a clerk on 4 th January 1967. I sat for the Limited Competitive Examination for the recruit-ment of Sri Lanka Administrative Service. I have been appointed to the SLAS on 1 st November

After the appointment to SLAS many key positions have been offered by the Government of Sri Lanka (GOSL). Some of the titles are: Project Director Emergency Rehabil-itation and Reconstruction Project; Director of Fisheries North East Province; Cooperative Commissioner, North East Province, Government Agent Varvumiya; Government Agent Kilinochdri, Director of Cultural Affairs.

I was appointed by the Secretary to the Cabinet of Ministers as Additional Secretary to the Ministry of Educa-tion, with effect from 01 Sept 1999.

The School Library Development Unit (SLDU) and Book Based Language Enrichment Program (BOBLEP) come under my co-ordination and supervision.

In addition to the subject area "Libraries" duties related to the supply of free school uniforms, free textbooks and dis-tribution of physical resources to the National schools come under my purview.

I am a writer, orator and dramatist. I am staying with my family in Colombo, which is the capital of my country, Sri Lanka. My sister, brother-in-law and their two children are living at Jaffna, in the north of Sri Lanka.

2. Mr. P. Udugampola, Deputy Project Director, General Education Project - II, MOE

I started my teaching career as an assistant teacher in February, 1960. From that date to June 1979, as a science trained teacher and a graduate teacher in four schools. Then I have served as a Principal of two senior secondary schools up to June 1983. Then as a Director of Education in charge of a Divisional Education Office.

Then I joined the Project Co-ordinating Unit of the GEP supported by IDA - World Bank, as a Deputy Director and then as the Director of Education in charge of National Schools in Sri Lanka. Later I was the Provincial Director of Education in charge of North Western Province.

In 1998 April, I joined the Project Co-ordinating Unit of the GEP II , again supported by IDA - World Bank as a Deputy Project Director. To date, I am serving in that capacity. I have completed three years in the present position.

School libraries is one of the components under the above project, and co-ordinating, supervising and monitoring the implementation of the relevant activities by the SLDU of the Ministry to ensure that they agree with the Project Imple-mentation Plan.

Other responsibilities entrusted to me are the co-ordination of implementation of the activities of three (3) more components of the project; namely, School Rationalization, Quality Inputs and Education Financing.

One of my hobbies is reading.

There are five members in my family. My wife is a retired teacher. Our elder son is employed in Italy, and the younger son is studying in UK. Our daughter has gone up to GCE(AL) and at present she is at home.

3. Mr. G.M. Niel Gunadasa, Deputy Director, School Library Development Unit MOE

I am a B. Sc. Graduate. I started my career as a Management Trainee in Sri Lanka Tyre Corporation. I became a computer science instructor at a private school. In the meantime I was selected for a government job at the Census and Statistical Department as a Statistical Officer. I worked about 1.5 years in the above post. I became a Sri Lankan Education Administrative Service Officer in 1988. Since that time, I have been working in the Ministry of Education in Sri Lanka under several designations.

Now I am working in the School Library Development Unit (SLDU) as the Deputy Director. The School Library component is being implemented under GEP II, by the MOE through SLDU. As a Deputy Director, I am responsible for all the activities related to the Sri Lanka school libraries which is outlined in the Project Implementation Plan.

Sri Lanka is an island covering approximately 25,000 sq. miles. There are 9932 schools serving a student population of 4.2 million.

Travelling is a hobby.

In our family, my wife is an English teacher, and has been working since 1994. We have one daughter just starting school in 2001.

4. Mr. S. Jesunesan, Assistant Director, SLDU, MOE

From my position as Assistant Director of Education at Kandy, I moved to become Assistant Director, SLDU 01/02/01. My current duties are assisting the D.E. & D.D.E of SLDU in all matters relating to Tamil medium schools that come under the SLDU project.

Other responsibilities include assisting the National Co-ordinator of BOBLEP (Book-based Learning Enrichment Programme) in all matters relating to Tamil medium schools that come under BOBLEP

My hobbies include reading, and writing poems and short stories.

I am married with one son.

5. Mr. R.C. Perera, Deputy Director of Education, Provincial School Library Co-ordinator, CENTRAL Province, (Kandy)

I have taught from 1970-1981 as a graduate teacher in government schools. Other educational career activities have been:

-Education Assistant in the Open University 1981-83;

- Officer in charge of Distance Education Unit of the Management Training Branch of the MOE 1983-84

-Faculty Coordinator of Distance Education Unit, Staff College for Educational Administration 1984-87

For the past ten years I have been working as Deputy Director of Education in the Central Provincial Department of Education. There are three districts in this province: Kandy, Matale, Nuwara Eliya. In this province there are 1,502 schools serving 298,259 students.

My responsibilities include: Provincial co-ordination of the Library Development program, BOBLEP program; and supervision of school library activities. I am also the Co-ordinator of the GEP II in the Central Province.

My hobbies include: listening to music, watching tv, and reading.

I am married and have two daughters attending school in Kandy.

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6. Mr. P.T. Pitigala Deputy Director of Education, Provincial School Library Co-ordinator, WESTERN PROVINCE, (Colombo)

As a graduate teacher in 1982 at Wendarasnpura Vidyalaya Kantale, I taught Mathematics and Geography. From 1984-1994, I was a Planning Officer / Assistant Director of Education (Planning). Since 1994, I have been Deputy Director of Education (Planning) for the Western Province. I have been the Provincial Library Co-ordinator for the past two years. In this province there are 1,430 schools, serving 900,243 students

My current duties related to library service include the co-ordination and supervision of:

- Construction of school library buildings;
- BOBLEP programme;
- Physical development of school libraries in the province.

I have additional responsibilities as Deputy Director - Planning.

My hobbies include watching television, watching cricket matches and reading.

My wife is a graduate teacher, and my son is in grade 2.

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7. Mr. G.H.P. Wijesekara, Deputy Director of Education & Provincial School Library Co-ordinator, NORTH CENTRAL PROVINCE (Anuradhapura)

I have taught in many schools in various provinces.
Included are: 1. J/ Kankasanthura: Sinhala Vidyalaya
2. Ho / Jamburaliya Vidyalaya ; 3. H/ Nakuluganuwa Gamini Maha Vidyalaya; 4. A/ Rajanganaya Tract 15 Maha Vidyalaya; 5. A/ Rajanganaya Tract 05 Maha Vidyalaya

I was also engaged in the Distant Teacher Training programme as teacher instructor conducted by National Institute of Education (NIE)

Located in the North Central Provincial office, I now have responsibilities for 770 schools serving 280,000 students.

I have been working in the present position as library co-ordinator for the past two (2) years. Previously I had been working as an Assistant Director of Education in charge of an educational division.

My responsibilities besides school library development include:

1. Development Schools by Division (DSD)

This special project to develop quality and quantity of the selected schools which are situated at the sub-town or in the rural areas. Now 17 schools have been included under this project.

2. Divisional School Arising Project, (DSAP)

This project is similar to DSD, and it includes 28 schools.

3. Educational Reform Grades 6 - 11

Since 1998 Sri Lanka government has been introducing a New Education Reforms to the school curriculum.

4. Teacher Centres

Continuous teacher education is done through the 84 Teacher Centres that have been established through out Sri Lanka. Of these, six (6) are located in North Central Province.

5. Purchasing of library books.

According to the annual allocation, I have to my duties under relevant works.

My hobbies are: reading books and newspapers, viewing television, and listening to the radio.

My wife is a graduate teacher, and a Vice Principal (Academic) of A / Thambuttegan Madya Maha Vidyalaya. We have one daughter who is still studying.

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8. Mrs. R.A.S.P. Ratnasekara, Deputy Director of Education, Provincial School Library Co-ordinator, NORTH WESTERN PROVINCE (Kurunegala)

I have worked as a teacher for six (6) years. In 1988 I

entered Educational Administrative Services through the competitive examination, and have been in the present position for 12 years.

North Western province has two (2) administrative districts: Kurunegala and Puttalam. It has eight (8) educational zones and consists of 30 educational divisions. There are 1321 schools and about 500,000 students with 25,000 teachers working in these schools.

In addition to school libraries, I also have responsibility for

1. General administration of teachers and others who are working for the Provincial Department. This includes: approval for teacher leaves, teacher promotion, and work with the Governor's office, and the Provincial Public Service Commission.
2. I am working with the Teacher Education and Teacher Development Project (GEP II - TETD), under which I manage Teacher Centres which are established to provide continuing education programmes:
   -planning, designing and organizing teacher training activities
   -planning follow-up activities for teacher skill development
   -provide linkages with the National Colleges of Education to arrange field training programmes for teachers

My hobbies are gardening and driving the car. I enjoy watching Tele-Dramas and reading newspapers.

My spouse is working in the Railway Department. We have two children, one daughter who is studying and one son in pre-schooling.

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9. Mr. N. Anandarajah, Assistant Director of Education, Provincial School Library Co-ordinator, NORTH EAST PROVINCE (Trincomalee)

This province is about 2550 sq. km, and has eight (8) districts in which 568 schools have been identified to have school libraries developed. There are a total of 350,000 students in the province.

I have been in this position for five (5) years. My current duties related to School Library Services include:

1. giving development assistance and guidance to the school librarians
2. supplying the library books to the schools
3. monitoring the school library development project
4. monitoring the reading habit project (BOBLEP)
5. promoting reading habits among the students and the teachers

Other responsibilities besides school library services include:

1. In charge for Tamil education development grades 6 - 13
2. Organizing Tamil day competitions

3. Monitoring the school management assistants
4. Organizing and conducting hand-written magazine competitions among the schools
5. School supervision

My hobbies include, reading books, newspapers and Magazines, creative writing both as fiction and non-fiction, and social services

I am married, with three children.

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10. Mr. N.G.A. Dharmadasa, Assistant Director of Education, Provincial School Library Co-ordinator, SABARAGAMUWA Province, (Ratnapura)

I have been working as a teacher from 1983. In 1994, I was attached to the Kegall District as a Planning Officer. Now I am working at the Dehiowita Zone as a D.D.E. (Planning). I have been in this position for three years.

The Dehiowita Zone is 525 sq. km. It has 240 schools with 53,000 teachers.

My current duties related to the school library services are:

1. Giving assistance and guidance to the school librarians and the teachers in charge to develop the school libraries.
2. Monitoring the school library development project
3. Monitoring the BOBLEP reading habits project in the zone
4. Promoting reading habits among the students and teachers.

Other responsibilities include:

1. handling the Educational Management Information System
2. monitoring quality inputs, school uniforms and school census
3. In-charge of the computer unit
4. School re-structuring programme
5. Jacicca project and other special projects
6. School buildings and repairs
7. School supervision

My hobbies are: social services, helping the poor people, watching television and listening to the radio.

My spouse and I live at Attangalla in Western province, and we have one sixteen year old son and a one- year old

==========

11. Mr A. M. Karunapla, Assistant Director of Education, Provincial School Library Co-ordinator, UVA Province (Badulla)

My previous work experience has been as a teacher from 1970 to I am a graduate and have completed my Post Graduate Diploma in Education. Then I was promoted as Teacher Trainer and posted to the National Institute of Education (NIE) on 12 April 1990. I was promoted to Education Administration Service on 01 January 1995. I have served in my present post for the past six years.

Uva Province has two districts: Badulla - 2,861 sq. km and Monaragala - 5,639 sq. km. There are 836 schools, serving about 250,000 students.

My current duties related to school library service include:

1. supervision of the school libraries
2. management of the school libraries
3. conducting training programmes for teacher librarians
4. conducting awareness programmes among the children to enhance the reading habits.
5. activities related to establishment of new libraries
6. repairs and renovations of existing libraries
7. activities such as supply of inputs to the libraries.

Other responsibilities in my portfolio include:

1. activities related to supervision and monitoring of schools
2. implementation of Development of Schools by District

My hobbies include: stamp collecting, playing cards and playing badminton.

In my family, my wife is a graduate and is working as a clerk. We have three sons, one studying in medical school, on as Assistant Station Master at Colombo Fort Station, and one studying in school.

==========

12. Mrs. S.I. Pathiranawasam, Assistant Director of Education, Provincial School Library Co-ordinator, SOUTHERN Province

I have taught at Nochchiyagama Maha Vidyaka in Anurandhapura and St. Aloysius College in Calle. I taught for the period of eleven years. My subjects were Pure Mathema-tics and Applied Mathematics. I have been in my present position for the past three years.

Southern Province consists of three (3) districts. There are four educational zones in Galle, four in Matara, and three in Hambantota. There are 39 divisions, and 1184 schools serving 450,000 students.

In addition to School Library Development responsibilities, I have been detailed to cover the following subjects: 1. school administration in Southern province;
2. conduct the School Based Assessment Programme
3. arrange the training programme for In Service Advisors
relevant to the School Based Assessment

My hobbies are reading books and newspapers and watching television.

My spouse is a businessman. He has a grocery and grinding mill. We have a son attending St. Aloysius College in Galle in grade 3; our daughter is three years old. -30-

CURRICULUM VITAE

Sept 2001

Name: **Gerald R. Brown**, B.A., B. Ed., M. Ed., M.L.S.
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Winnipeg, Manitoba R3L 2G8 Canada
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Educational Background

Teacher Certification, Brandon University 1956
Bachelor of Arts, Brandon University 1963
Bachelor of Education, University of Manitoba ..1965
Master of Library Science,
Western Michigan University 1968
Master of Education, University of Manitoba 1972
Additional selected studies in Leadership Development and Management at
Brigham Young University, Provo, Utah, U.S.A.
University of Victoria University of British Columbia
University of Alberta Nova University, Florida, USA

Previous Positions Held:

Winnipeg School Division No. 1
Chief Librarian, 1979 - 1992 (Retirement)
Education Consultant,..... 1965 - 1979
Classroom Teacher
Shilo, Mb. Grades VI and VIII classroom
and Music and Librarianship 1959 - 1965
Brandon, Mb. Grade VI ..... 1958 - 1959
Ninga, Mb., Grades V - VIII ..... 1956 - 1958

Professional Expertise:

Lecturing in all aspects of school library development, and staff training
including University summer and evening courses
Speaking and presentations at workshops and conferences across
Canada and in nineteen (21) countries around the world on four (4) continents
List available on request
Research and Writing on topics related to human resource development,
school library programme, and instructional services
70 + publications, on file with ERIC Clearinghouse, and
National Library of Canada
Facilitator, Mentor, Trainer: in communications; leadership development;
staff management, evaluation, and training
International experience as a consultant in the Caribbean, South Pacific
Sri Lanka, and Latvia

Membership in related professional associations:
AASL, ALA, ASCD, CSLA, IASL, PDK
Hobbies: Music, Swimming, Family History, Tutoring

Sample

Mrs. S. I. Pathiranawasam, Assistant Director
Southern Province, Education Department, Sri Lanka

This is to certify that this individual has participated in
a ten day intensive study tour
on
School Library & Information Services Programme Components
from
22 September to 03 October 2001
in
Vancouver, British Columbia, Canada

Gerald R. Brown
Study Tour Co-ordinator

Melvyn D. Rainey
Study Tour Associate

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Children Learn What They Live

by Mrs. Nolte

If a child lives with criticism he learns to condemn...
If a child lives with hostility he learns to fight...
If a child lives with fear he learns to be apprehensive...
If a child lives with pity he learns to feel sorry for himself...
If a child lives with ridicule he learns to be shy...
If a child lives with jealousy he learns what envy is...
If a child lives with shame he learns to feel guilty...
If a child lives with encouragement he learns to be confident...
If a child lives with tolerance he learns to be patient...
If a child lives with praise he learns to be appreciative...
If a child lives with acceptance he learns to love...
If a child lives with approval he learns to like himself...
If a child lives with recognition he learns that it is good to have a goal...
If a child lives with sharing he learns about generosity...
If a child lives with honesty and fairness he learns what truth and justice are...
If a child lives with security he learns to have faith in himself and in those about him...
If a child lives with friendliness he learns that the world is a nice place in which to live...
If a child lives with serenity your child will live with peace of mind...

WITH WHAT IS YOUR CHILD LIVING?

BEST COPY AVAILABLE